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ABSTRACT

The 10 issues of this organizational bulletin for the 1992/93 school year present articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Among the topics and issues discussed are the following: an interview with Parker J. Palmer concerning community and commitment in higher education; conference notes on the 1993 National Conference on Higher Education--Reinventing Community: Moving Ahead Despite Tough Times"; an essay on diversity and multiculturalism, "Diversity and Our Discontents" (Frank F. Wong); a discussion on tools for student coping, "Catalyst: The Theatre for Change" (Dorothy Siegel and Clarinda Harriss Raymond); a report on the use of Total Quality Management at the University of Pennsylvania; summary of an American Association for Higher Education forum on higher education under Bill Clinton; details concerning the 1993 National Conference on Higher Education--"Reinventing Community: Sustaining Improvement During Hard Times"; study results from 15 colleges on strategies for administrative teams and teamwork; a discussion on faculty work and the problems of costs, educational quality and access; an examination of 14 research-based principles for improving higher learning in college classrooms; discussions on student aid and national service; and Daniel Yankelovich's assessment on public mood and higher education. (GLR)

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AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)

BULLETIN Volume 45, 1992-93

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SEPTEMBER/1992 VOLUME 45/NUMBER 1

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1993 NATIONAL CONFERENCE ON HIGHER EDUCATION

"REINVENTING COMMUNITY: MOVING AHEAD DESPITE TOUGH TIMES"

COMMUNITY AND COMMITMENT IN HIGHER EDUCATION

an interview with Parker J. Palmer

CALL FOR PROPOSALS

GOOD WORK

Charlene White Looks Back on 40 Years at AAHE

FACULTY ROLES & REWARDS

AAHE's New Forum Launches a Conference

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In this issue:

Welcome back to you — and welcome to Assistant Editor Gail Harrison, who joins the *Bulletin* team with this issue. The topic this month is conferences, with two — count 'em, *two* — calls for proposals to consider.

We begin on the next page with the call for the 1993 National Conference on Higher Education, AAHE's "flagship event," slated for March 14-17 in Washington, DC. This year's theme is timely, as always: "Reinventing Community: Moving Ahead Despite Tough Times." Community is a topic near and dear to the heart of author, lecturer, and AAHE consultant Parker Palmer, whose interview with Russ Edgerton illuminates that theme.

The second call originates with AAHE's newest special project: the Forum on Faculty Roles and Rewards. Its conference is scheduled for January 29-February 1 in San Antonio, Texas. Space for this conference is limited, so plan to register early. It brings to four the number of meetings AAHE is staging annually. Whew!

For your convenience in requesting registration and other information, we've included two tear-out postcards. The front card (opposite) covers the National Conference on Higher Education; the back card (after page 18), the Conference on Faculty Roles and Rewards. We hope you'll submit a session proposal — to either or both conferences. Whether you present or not, we hope you'll plan to attend.

—BP

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Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Assistant Editor: Gail N. Harrison

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COMMUNITY AND COMMITMENT IN HIGHER EDUCATION

an interview with Parker J. Palmer

by Russell Edgerton

In the process of choosing "Reinventing Community" as the organizing theme for the 1993 National Conference on Higher Education, AAHE turned to Parker Palmer, a person who has long been involved in such issues as a teacher and activist. Higher education is under pressure to reform, at a time when institutional resources for change are scarce — indeed, the situation seems to point toward retrenchment. But Palmer sees another (more hopeful) way to understand the potential for change in the face of institutional discouragements — a way that involves evoking personal values, forming "communities of concern," and developing social "movements."

Palmer, who also serves as a senior associate at AAHE, travels widely in this country and abroad conducting workshops, lectures, and retreats. Palmer's 1987 National Conference presentation about community is still one of the most widely acclaimed sessions ever presented at an AAHE conference (see Note). Palmer is the author of four books—The Promise of Paradox, The Company of Strangers, To Know As We Are Known, *and* The Active Life—*and numerous articles, including "Divided No More: A Movement Approach to Educational Reform" in the March/April 1992* Change *Magazine. He has also edited two collections:* The Recovery of Spirit in Higher Education *and* Caring for the Commonweal. *He currently is working on a new book,* The Courage to Teach.

This summer, AAHE's president, Russell Edgerton, interviewed Palmer at his home in Wisconsin.

—Eds.

THE PAIN OF DISCONNECTION

EDGERTON: Parker, a lot of things are going on out there that you and I and other colleagues in AAHE are enthusiastic about . . . fresh attention to the quality of undergraduate teaching, increased momentum for collaborative learning, reexamination of faculty roles and incentives. Educational reform is afoot. At the same time, though, we're into an era where the economic realities are really grim . . . downsizing and restructuring are part of the reality, too. The question we ask is: How are faculty confronting the challenges of the 1990s? That is, how will they sustain educational improvement in hard times?

—Photograph by Richard Anderson

Parker J. Palmer can be reached at Box 55063, Madison, WI 53705.

In your travels, as a lecturer and workshop leader working with faculty, talking to administrators and students, visiting campuses, you have gained a better sense of how faculty are doing than probably anyone else we know. Tell us, what have you seen?

PALMER: What I've seen out there is more and more pain, but also more and more desire to identify and deal with its causes. I call it "the pain of disconnection," a sense on the part of faculty of being detached from students, from colleagues, from their

own intellectual vocation and the passions that originally animated it. No doubt some of that pain comes from economic factors, from cutbacks and downsizing, from the anxiety of wondering whether there is a future to this enterprise. But I think that economic explanations for pain — at least among the middle class — are invariably shallow. I think our diagnosis must go deeper than dollars.

EDGERTON: Deeper in what way? Where *is* the pain coming from?

PALMER: Well, there are the corrosive effects of constant competition for promotions and raises . . . there is the demoralizing need to publish even when one has nothing new to say . . . there is the dislocation of higher education in the American economy, with business and the military competing in "our market" . . . there is the fragmentation of cultural pluralism . . . and, with the large cohort of aging faculty we now have, there is the midlife phenomenon of lots of people looking around and saying, "Is this all there is?" But deeper still, for example, is the pain that comes from the generational rift in our society.

EDGERTON: How do you mean?

PALMER: We have systematically devalued our children over the last two decades; this is one of the most destructive ways in which we have torn the communal fabric of America. I think we should interpret the decline of teaching in the academy more as an example of our general neglect of the young than as an artifact of our emphasis on research — and I am quite sure that our students experience it that way.

Here is a college or university in which the young and their mentors gather on a daily basis, and everyone is feeling the pain that comes when the relations of the generations deteriorate. For the young, it is the pain of being neglected. For their mentors, it is the pain we feel when our own adult lives are disconnected from the ancient and renewing power of choosing to help the young grow.

Erik Erikson said that in midlife we are faced with a choice between "generativity" and "stagnation." Stagnation means getting your wagons in a circle and trying to defend yourself from the sometimes threatening vitalities of youth — as we do when we neglect teaching. I think stagnation is an occupational hazard of the professoriate, often taking the form of cultured cynicism, of an attitude toward students that says, "I have a Ph.D., I write books, I travel to conferences, and I get paid for it. Who needs you?"

EDGERTON: But where is the hope, the energy for change, in such a dark scenario?

PALMER: I believe that pain, rightly understood, is a great engine for human activity and social change. Now that people are acknowledging the pain of disconnection in higher education, it can become an energizing factor — just as a certain level of pain in our personal lives is often what drives us to new insights and new responses. And rightly understood, the life-giving antidote to this pain comes in new forms of community in the academy, not only with students but with colleagues, with the public, and with our own hearts. My point is that community now comes not simply as a "should," as an ideal, but as something we *need* for our own survival.

EDGERTON: I'm reminded of a comment Daniel Yankelovich made some years ago in a book called *New Rules* (Random House, 1981), in which he said that in the 1950s we had an uptight culture and a dynamic economy, and in the 1970s we had an uptight economy and a dynamic culture . . . that sometimes confronted by economic realities, there's more dynamic cultural change than there is in other times. You're saying you sense that there's more community, there are more people finding each other . . . and so in that sense, in spite of the grimness of the economy, there's more hope?

PALMER: On one level, yes, that's what I'm saying. When institutions are fat and happy, as higher education was for a number of years, community tends not to happen, because there's more than enough to go around and people can retreat into privatism and still get their slice of the pie. Then there's a curve of declining resources in institutions during which people start discovering each other and their need for each other. So, yes, as I travel around the country I see more and more people coming out of privatized academic lives into various forms of academic community — forums, working parties, open-ended conversations — motivated in part by dwindling dollars.

But I want to say again that economics is not the root cause of the real problem or of the best response, and we will fail to deal deeply with these issues if we think it is. The problem runs deeper than dollars; it goes to the needs of the human heart. Survival is not simply a material question.

A VISION OF COMMUNITY

EDGERTON: At AAHE's 1987 National Conference, you received a standing ovation for your argument for "community" as a vision of the scholarly life as epistemologically collaborative. That is, knowledge isn't "out there" for us to discover; instead we make it, we create "truth" by talking to one another. For you, intellectual and scientific work are much more communal than has been recognized in the reigning paradigm of academe.

In your faculty workshops, you seem to have devised a format

that gets people energized, talking to one another in this way. It seems to help them envision a concept of community and begin moving toward it. Based on your experiences, what kinds of activities have high potential to energize faculty, to give them the strength to move ahead in the face of a harsh reality?

PALMER: I always begin my workshops with the insistence that good teaching can *never* be reduced to technique. It *always* flows from the identity and integrity of the teacher. If I am right, it's good news and it's bad news. The good news is that we no longer have to suffer an intellectually insulting conversation about teaching that tries to reduce that great art to ten snappy methods. The bad news is that we must learn to do something that seems very difficult in the academy.

EDGERTON: And that is?

PALMER: To talk to each other honestly and vulnerably about our identity and integrity. We have to start a new conversation about the human dimensions of teaching and learning — its pains and joys, its wonders and our folly!

To model a conversation about teaching focused on the human condition rather than on technique, I often talk about the issue of fear in the classroom. I suggest that fear is embedded in our objectivist way of knowing (which holds the world at arm's length so we won't have to encounter it), in the lives of our students, and in our own professional souls. And I suggest that fear is a dominant factor in classrooms where no learning is happening. What I am trying to do is to reframe the problem in a way that legitimates so-called "personal" issues in a "professional" context — because it is only at the level of personhood that community happens and good work gets done.

I don't ignore the question of technique in my workshops. But I approach it inductively from the faculty's own shared experience rather than deducing the "right methods" from a theory of learning. I am convinced that within most college faculties, we have everything we need to know about good teaching — *if* we can get access to it. But we will get access to it only by learning what it takes to be in community with each other.

"As I travel around the country I see more and more people coming out of privatized academic lives into various forms of academic community."

EDGERTON: Are there specific things we can do when we come together that make community more likely to happen?

PALMER: Absolutely. If the community we need is one that can sustain a new conversation about teaching and learning, for example, we can work hard to move beyond the normal "ground rules" of academic discourse and embrace new ones. We often discourage honest conversation by being quick to dissect what someone is saying . . . to look for the contradictions in it . . . to compare it with our own opinions . . . to give the speaker advice on what he or she ought to read or think or do. Norms like that do not exactly encourage community!

In some of my workshops, we have small problem-solving groups in which the members are forbidden to speak to the person with the problem in any way *except* to ask an honest, open question — and they are asked to abide by that rule for two full hours. For two hours, you can't advise or judge or commiserate or argue. All you can do is ask good questions — and we take time before the groups meet to talk about the nature of a good question, one that isn't advice in disguise!

The theory behind this approach is that we all have the truth about our own problems somewhere within us, but we never get anywhere near it when the ground rules involve attack-and-defend.

EDGERTON: Can you give me an example from your experience?

PALMER: I sat with a small group a while back where one professor presented the problem of how to teach a class next Fall that he had taught every Fall for twenty years. Early on, someone asked how students liked the course, and he assured us that they thought it was just fine — the problem, he said, had to do with his desire to update his understanding of the field, to assign the latest books, and so on.

An hour and a half later, he was asked again how students felt about the course, and this time he acknowledged, with obvi-

ous pain, that for twenty years he had felt that students perceived him as a bad teacher. It took that long to establish the trust that he would not be judged for telling the truth — a truth he had known all along but had never been able to say aloud. I've kept in touch with him, and he tells me that naming that simple truth in a public way has motivated him to do more to improve his teaching in the past year than he had done in the previous twenty. He also says that he has a stronger sense of community with a few colleagues who have continued to gather to share their struggles with teaching. That's a story about the power of speaking truth in community — and about the power of community to evoke our truth.

EDGERTON: But it's also a story about mixing two things that we don't like to mix — the personal and the professional.

PALMER: Here is where we need another new ground rule if we are to have a new conversation — but this time the rule that needs to be broken is substantive rather than procedural. To have a good conversation about the reform of higher education, we need to break out of the conventional logic of "either/or" and learn to think and talk in terms of paradox. Just as our epistemology has wanted to make the subjective and the objective into an either/or, our normal discourse treats personal and professional as mutually exclusive. But since life is not so neatly compartmentalized, our discourse is meaningless unless it embraces these complementary opposites.

In my workshops, when I deal with the issue of fear, it is almost inevitable that someone will say, "Oh, I see. You want us to stop being professors and start being therapists." No, that's not what I want. What I want is a much richer, more complex and paradoxical understanding of what happens when we teach and learn. The subjective and the objective are intermingled. The personal and the professional are all wound up with each other. The emotional and the cognitive intertwine, and you can't get people to think well without attention to the feelings that block — and animate — good thinking.

It was Niels Bohr, the great physicist, who said, "The opposite of a true statement is a false statement, but the opposite of one profound truth is another profound truth." I think that higher education is full of profound opposites, and the more we learn to embrace them, the more we will find ourselves in community with our own complexity and with each other's.

A MOVEMENT MODEL OF CHANGE

EDGERTON: A lot of the current language of reform is structural and organizational, having to do with finance and measurement and accountability. But your own "take" on reform is more cultural and personal, connected to individual faculty lives and emergent values. In your recent article in *Change* Magazine, you laid out a movement model of change. How does that relate to the idea of community in higher education?

PALMER: As I suggested in that article, I don't see movements and organizations as either/or, but as poles of a paradox. Sometimes organizations need energy from the "movement" pole in order to grow. We may be at such a point in higher education today.

I see the first stage of a movement as a deeply personal decision to live "divided no more" — that is, to try to hold more closely together one's inner vision with one's outer action. Of course, few of us achieve perfect integration, but when the split gets too great, when the pain of disconnection becomes too much, some people will choose to deal with it by trying to bridge the gap. In that decision is immense energy for change — I've called it "the Rosa Parks decision" just to remind myself of how powerful it can be.

The second stage is when people who have made that sort of decision, or are moving toward it, start finding each other in small support groups. I see higher education as an arena where more and more individuals are making the stage one decision, but where there are real barriers to people finding and forming supportive community.

The third stage I call "going public." Out of those small groups a public language emerges that has a power and a resilience that is lacking when the conversation is purely private or internal. The small groups help people exercise the rhetorical muscle, as in the case of the black churches in the civil rights movement. They empower voiceless people to speak in public ways that enlarge the community of discourse and sharpen and advance the cause.

Stage four is the development of an alternative reward system within the movement itself — which is where the movement begins to bounce back on the logic of organizations and may change it. Since organizations operate by reward and punishment, they tend to change when an alternative system of rewards is available to enough people.

EDGERTON: Now that the article has been out a few months, what response have you gotten?

PALMER: A lot of very interesting response, including a letter from a Czech scholar of the "Velvet Revolution" indicating that it followed those four stages in near-textbook form (though that story clearly is not over yet). But, closer to home, some of my respondents have made me wonder: Is the professoriate's capacity for articulation so great that the reform movement has jumped from stage one to stage three without being solidly grounded in stage two? That is, have we developed a public language of reform without building the communal base? If

so, it is worrisome.

For example, I told a story in the article about some major accountancy firms in the United States lobbying the agency that accredits business schools, insisting that those schools be required to do more "collaborative learning" so their graduates could serve well in the complex world of modern accountancy. Well, that's a classic case of the language of reform having gone public in a big way.

But what if you go back to the business school campuses and ask how much collegial or communal support there is for Professors X and Y and Z who want to try collaborative learning in the classroom? The answer may be, not much. Perhaps another occupational hazard of academic life is that our language often leaps ahead of our lives, so that the communal structures aren't there to sustain the symbols and images. Maybe we need to talk less and listen more.

EDGERTON: I'm reminded of the recent Syracuse University survey that's now been replicated by forty-seven research universities in which the faculty say they think their university is tilting too far toward research and that a better balance is needed, but they also believe their colleagues feel otherwise. The survey revealed, in fact, that everyone felt the same way. That was one stage of the process, but now, at least at the universities I visited recently, it is hard to take that general discrepancy analysis to the next step. What do you do? What do you talk about with colleagues? How do you get a subcommunity life going in these places that will acknowledge that sense and move on it?

PALMER: Well, your own story suggests the importance of doing one thing that we've already talked about — trying to establish trustworthy arenas of conversation, using new ground rules, where the truth can be told. What if the truth uncovered in the privacy of a survey questionnaire at Syracuse University could be uttered more often in communal settings of colleagues? Simply doing that would puncture an organizational illusion and reveal an unspoken corporate truth — the truth that good teaching has many more allies than we generally imagine.

"The first step we need to take toward truthful community with each other is often an inner step toward being more truthful with ourselves."

But, since we are about to end this, let me return to that basic principle of paradox. Paradoxically, the first step we need to take toward truthful community with each other is often an inner step toward being more truthful with ourselves. I don't think teaching will be reformed in the academy by getting an accurate count of how many votes we have for reform. Teaching will be reformed as more and more faculty recall the truth of the values that brought them into this work — and reclaim the right to live those values out, with communal support.

Most faculty arrive on the scene driven by ideas and convictions. As time takes its toll on one's vocation, it is important to return to the sources, I think. In my workshops, I often ask faculty to introduce themselves to each other by telling the story of that great teacher (whether in the academy or not) who inspired them to enter the academic life. I do this in part because community is impossible unless we know something of each other's life-stories, but I do it even more as an embodied way of touching the animating energy that set us off on the academic path.

I have seen good things happen to faculty who, over a period of time, remembered why they wanted to "profess" in the first place, and reclaimed their need to live close to those original commitments. When people remember *who* they are, at that deep level, then they become available for community, and then they become agents for institutional change. As Rosa Parks can testify, *that's* really power — the rest is mere technique!

EDGERTON: Parker, as always, you leave us with much to think about. ■

Note

Copies of Parker Palmer's 1987 National Conference speech, "Campus Values: From Competition and Individualism to Cooperation and Community" (Tape 87AAHE-51), are available for purchase for $8.50 each from the Mobiltape Company. To order by credit card, call toll-free 800/369-5718.

Call for Proposals

1993 National Conference on Higher Education
March 14-17, 1993 ■ Washington Hilton Hotel ■ Washington, DC

REINVENTING COMMUNITY

Moving Ahead Despite Tough Times.

Each summer we listen intently to members of our Board and to colleagues around the country talk about the issues on their minds — looking for common threads we can weave into a theme for AAHE's next annual National Conference on Higher Education. This year, we emerged from those conversations impressed, first of all, by the challenges of management in tough times. Most of our colleagues reject the assumption that when the recession is over higher education will — or should — return to business as usual. Instead, they believe the times call for fundamental changes.

Of course, the processes of change — given the nature of colleges and universities — must be participatory and collegial. And as we listened, it seemed that the more creative campus professionals were inventing new forms of collaborative problem solving (TQM is but one example) that in at least some cases were leading to a new, hard-won sense of community. Downsizing has led to questions of who we are, what we value, what we want our campuses to become.

At AAHE, we are impressed with how many faculty and administrators there are on the front lines who, *despite* tough times, are moving ahead, finding ways to continue working on improvements they believe in. And we are struck by how many of the ventures involve new techniques for communicating and collaborating, leading to new forms and conceptions of community.

Consider the growing interest in Patricia Cross's idea of Classroom Research, for example. Techniques for learning more about students are leading to a better sense of community within the classroom and a new sense of community among faculty engaged in Classroom Research. Similar observations might be made about the growing interest in small group learning projects, experiential learning, and a dozen other educational ideas that are gaining new adherents every day.

We are impressed that the discussion about rebalancing the faculty effort devoted to teaching, research, and service has taken a new turn. Thanks in part to the Carnegie Foundation for the Advancement of Teaching report *Scholarship Reconsidered*, the scholarly communities are beginning to ponder questions about how restrictive or inclusive their own communities should be. In chemistry, for instance, does being a chemist entail only advancing knowledge in the field, writing to other chemists? Or does it also entail representing chemistry to others, speaking and writing to larger audiences? Should chemists assume more responsibility for the public understanding of science? Does the community of scholars who call themselves chemists include those who are teaching chemistry in high schools?

This leitmotif — a search for new forms and conceptions of community, often aided by new techniques of communication and collaboration — is apparent in the larger public debate as well. Our national and state governments are struggling to balance budgets and turn around our economic decline. Along comes Ross Perot, employing new techniques of communication that bypass the traditional political parties. A new geyser of political energy gushes forth.

On one level, America's public debate is about budget deficits and political systems that no longer work. But at a deeper, more meaningful level, we are talking about who we are as a nation and what we want to become. What is our responsibility to the next generation? What is public responsibility and what is private responsibility? Bill Clinton's proposal to award student aid not only on need or merit but on service to America is a close-to-home example of a wider search, a yearning — to reinvent the American community.

AN INVITATION

So, we invite you to ponder this theme of "Reinventing Community" and shape its content and direction by your own proposals. To us, it is a theme that focuses attention on *roles and relationships* — especially on the responsibilities students, faculty, and administrators feel toward one another and the larger community.

We invite you to consider how we can go about "Reinventing Community" at every level — in

individual classrooms, departments, schools, the entire campus, the relationships among our institutions, and the relationships of our campuses to the larger society. Along this line, given the "Difficult Dialogues" theme we introduced at the 1991 National Conference, we are particularly interested in uncovering those forms of community that have high potential to help us "Achieve the Promise in Diversity."

Since academic departments are still the primary home for most faculty, we *especially* invite you to consider how we can reinvent community within and across departments — and enlarge the sense of responsibility members of departments feel toward the larger enterprise.

And finally, we invite you to join us even if — or perhaps we should say, *particularly* if — you represent an isolated or minority viewpoint in your own setting. Parker Palmer has written that reform often begins not with organization and structures but with individuals who make new commitments. Isolated individuals decide to stop leading divided lives. Soon, they discover others feel the way they do, and together they form groups for mutual support. Empowered by community, they learn to translate private concerns into public issues. Alternative rewards emerge to sustain the movement's vision.

As an association of *individuals*, from all positions and sectors, we think AAHE can play a special role in the reinvention of community in higher education. Join us in taking a "movement" approach to educational reform.

ILLUSTRATIVE PROGRAM SESSIONS

How might the theme "Reinventing Community" be expressed in program sessions? We envision four theme tracks ("The Classroom," "The Department," "The Campus," and "Higher Education and American Society") and offer the illustrative sessions below as a starting point for your thinking.

The Classroom

- We know that large courses can be broken down into effective learning groups and that group projects are powerful pedagogical devices. What are the barriers to collaborative learning? What strategies/incentives might overcome them?
- How can we bring new technologies, and related concepts of information literacy, into the mainstream of teaching and learning?
- What are the most effective techniques for listening to students and making use of that information to improve teaching and learning?

The Department and Other Intermediate Units

- What does it take for an academic department to see themselves as a team, allocating departmental responsibilities for teaching, research, and service in creative and flexible ways?
- Are there new frameworks and procedures of departmental review — of faculty effort, program coherence, and student achievement — that will enable departments to give more careful consideration to their contributions to institutional missions?
- Under what conditions have campuses successfully invented alternatives to departmental structures? What can we learn from these? Short of this, how

Proposal Guidelines

To propose a general session or a poster session, mail or fax a letter (one or two pages long) to: NCHE Conference Proposals, c/o Louis S. Albert, Vice President, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110, fax: (202) 293-0073.

All proposals must be received by AAHE by ***October 16, 1992.*** We will contact you about the status of your proposal by early December 1992.

Your proposal letter should describe the following:

- The problem or issue you will address.
- The proposed length and format — poster session or general session (panel discussion, single presenter, case study, etc.). *Poster session* presenters will be expected to concisely explain their topic in 15-20 minutes, then allow ample time for questions from participants. Most *general sessions* occupy time bands of 50 or 75 minutes. Panel presentations should be limited to no more than four people, including any moderator.
- The audience you intend to reach and the significance of your topic for that audience.
- The qualifications of *all* presenters and the roles they will play in the session.
- The names, positions, addresses, and daytime telephone numbers of everyone involved, including yourself.
- A one-paragraph abstract of your proposed session, to appear in the Conference Program (not mandatory).

Note: If your proposal is accepted, you should plan to attend the conference as a paying registrant. Registration forms will be mailed in January 1993.

1993 National Conference Fees

	AAHE Members:	Nonmembers:
Regular	$225	$305
F/T Faculty	$175	$255
Retired	$145	$195
Student	$115	$165

can campuses support new faculty communities that cross departmental boundaries?

- How can we improve the connections and community between part-time faculty and full-time faculty in a given department? What kinds of support will improve teaching of part-time faculty?
- What does the future hold for ethnic and women's studies programs? What have we learned? What do the most successful programs look like?

The Campus

- Building stable campus communities is difficult when there is constant turnover of academic affairs leadership. What are the reasons for the turnover, and what might be done to reduce it?
- Some large campuses are inventing "intermediate institutions" (living/learning arrangements, student cohort groups, and so on) so that students can experience the campus as part of a more particular community. What are the results of these efforts to date?
- After several years of debate and court decisions about issues of free speech and political correctness, where are we? What lessons have we learned?
- "Benchmarking" suggests that campuses might look to some peers for standards of excellence in certain areas, and other peers for standards in other areas. Are there campuses where benchmarking is being done?

Higher Education and American Society

- Where does the idea of student service to the larger community now fit in the undergraduate curriculum — and the extracurriculum? What are the most attractive models?
- Many campuses are revisiting their missions of service to the larger society. Are there lessons to be learned from the professional schools about how to enable arts and sciences faculty to "practice" their disciplines?
- Is student aid in return for service an idea whose time has come?
- What would be appropriate content for a "state of the union" address on our connections to the K-12 sector? Are there major developments on the horizon?

As always, AAHE welcomes your ideas for organizing and/or presenting sessions on this year's four theme tracks or on other topics and issues important to higher education.

In addition to your sessions, we will also be developing sessions, forums, and workshops around the issues of AAHE's Special Projects, aimed at improving assessment practice; deepening the connections between universities, colleges and schools; enhancing the connections between faculty work and institutional rewards; and improving the quality of undergraduate teaching and learning.

OTHER WAYS TO GET INVOLVED

New for 1993: Poster Sessions

For the first time, we invite you also to submit proposals for *poster sessions*. These interactive poster sessions will be scheduled in repeated blocks; they should be short, feature visual displays, and emphasize interaction between presenters and participants. The poster sessions are intended to highlight the results of innovative programs, new research, methods of practice, and successful solutions to problems campuses face. To create an "idea marketplace," the poster sessions will be scheduled in conjunction with AAHE's Exhibit Program.

Exhibit Program

We invite higher education institutions and other nonprofits to contact AAHE to reserve exhibit booth space to display information about their programs, centers, services, publications, and more. For more information about the Exhibit Program, call Gail Harrison, assistant editor, at AAHE at 202/293-6440.

Caucuses and Action Communities

You can also get involved in the conference by participating in the work of one or more of AAHE's member networks.

AAHE's Community College Network, formed at the 1992 National Conference, will sponsor its first program activities in 1993. Program activities are also being developed by the following AAHE Caucuses and Action Communities:

Caucuses — American Indian/Alaska Native, Asian Pacific, Black, Hispanic, Lesbian/Gay, Student, and Women's.

Action Communities — Classroom Research, Collaborative Learning, Faculty Governance, Information Literacy, Telecommunications, and Voluntary Service.

For more information about any of these member networks, contact Judy Corcillo, conference/membership development coordinator, at AAHE.

Forum on Exemplary Teaching

In addition to numerous general conference sessions and activities for faculty, the AAHE Teaching Initiative will again sponsor its Forum on Exemplary Teaching. An annual event at AAHE's National Conference since 1989, the Forum is a series of presentations and roundtable discussions that offer faculty the chance to become part of a network of excellent teachers who also care about the improvement of teaching beyond their own classrooms. To participate in the Forum, faculty must be designated by their institutions. For details, contact Pat Hutchings, director, AAHE Teaching Initiative, at AAHE. ■

GOOD WORK

Charlene White's Personal Perspective on 40 Years at AAHE.

On July 31, 1992, Charlene White, executive secretary to all three of AAHE's presidents, retired after forty-two years. Her perspective on the Association is one few others can claim — the Association as a department of the National Education Association; the split, as the NEA became a union; the move into One Dupont Circle; the evolution of the *Bulletin* . . . years of change, but also of continuity. Late in July, we asked Charlene to share some of her memories; she said yes, and excerpts appear below. Thanks, Charlene, for everything.

A retirement celebration: On July 8, AAHE closed for the afternoon and took a trip to Annapolis, Maryland, for a wonderful waterside luncheon followed by cake and champagne. On the bus trip there, AAHE President Russ Edgerton *(left)* and the rest of the staff were treated to Charlene's tales of life at AAHE, and she was presented with an audiotape of farewell wishes recorded by K. Patricia Cross, Art Chickering, Kerry Smith, and many other long-time AAHE members and friends.

In fall of 1950 I left Kansas for Washington, D.C., to work for Ray Maul in the higher education department of the National Education Association (NEA). For a number of years he'd been doing a study of teacher supply and demand in the North Central Association states, but that was just pretty much the Midwest and the department of higher education had thought it would be a good idea to do a national study.

I had been Dr. Maul's secretary at what was then called Teachers College, now Emporia State University, and I had done the statistical work on the teacher supply and demand study — all the charts, that sort of thing. He called from Washington, asking me to come work with him at the NEA and offering me $3,000 a year, which was $600 more a year than I was making in Kansas. I said yes.

The NEA's higher education department was called the Association for Higher Education, or AHE. Everybody who joined NEA who had "higher education" in their institutional title automatically became an AHE member. We didn't have separate dues, but there were between 10,000 and 20,000 members, something like that. At that point, NEA wasn't a union at all . . . that came later, in the mid-1960s.

The AHE's CEO was called the "executive secretary." We had an executive committee that consisted of six to eight people and a "president" of the executive committee. (Now, of course, AAHE has a board of twenty or so, headed by the "chair," and the CEO is called "president.") Kerry Smith started as executive secretary in 1953; before that, Francis Horn was executive secretary for two years, and Ralph McDonald was before him. Fran Horn went on to Pratt Institute, before becoming president of the University of Rhode Island; McDonald became president of Bowling Green State University. . . . In addition to me, there were probably about ten employees: the executive secretary, his assistant, the conference planner, a couple of stenographers, a membership clerk.

At that time, the *Bulletin* was called the *College and University Bulletin*, and it was the only publication that went to the members. It was basically a house organ. We also got newsletters from lots of colleges and universities, and when we'd find something interesting they had done, we'd put a little squib in the *Bulletin* about it. It was monthly . . . a small publication, four or six pages, a newsletter really.

The main work of the AHE in those years was committees, which focused on certain areas. We had a committee on teaching, one on general education (which

did a publication called *So They Say About Higher Education* that was really about general education). We also had resolutions committees, which presented resolutions at the national conference at the annual membership meeting . . . at that conference, all badges of members were so marked, and you couldn't go to the membership meeting unless you were a member.

AHE's national conference attendance ran around 2,000, I think, but the number of people who could attend was limited. Invitations were sent to presidents of institutions, with assigned numbers of attendees they could name as "representatives." Small institutions could send not more than two people, the large institutions could send as many as ten, but it was all based on enrollment.

At that time, the institutions paid all registration fees, and you didn't come unless you were appointed by somebody at the institution to come. If you were a member, fine, you could come to the membership meeting, and normally the institutions tried to find people who could come who were members.

In conjunction with the big NEA convention, the department of higher education also had its own one-day summer meeting, which consisted of a talk by somebody and then an open discussion by everybody who was there, and a luncheon, followed by an afternoon session with another speaker and discussion. This summer meeting was usually pretty small, probably not more than a thousand people.

One particularly interesting conference experience was the appearance of then-Vice President Hubert Humphrey. It was right after passage of the Higher Education Act of 1965, so it must have been 1966. President Johnson had agreed to show up, but he couldn't at the last minute, so he sent Vice President Humphrey in his place. But the security! Our headquarters was open until 10 o'clock at night, and the place was alive with them. You couldn't go to the ladies room without one of the security people going with you! You couldn't go to get a cup of coffee without one trailing along to make sure that all you brought back was a cup of coffee! It was really something — somebody standing over your shoulder watching you as you were typing. It was not a very pleasant experience.

THE BREAKUP

In the mid-1960s, the NEA began acting more and more like a union. They were encouraging striking schools, and they wanted higher education to do the same thing. Our members who were close to the association — who came to the conference regularly and that sort of thing — did not agree with that at all. They thought students were paying to get an education and they should get an education, and the faculty should just put up with inconveniences if they had to, but work in other ways to get increases and that sort of thing, rather than going on strike.

We complained to the powers-that-be at NEA, and they didn't like that. Finally they just informed us we could depart if that's the way we felt about it. Up to this point, Dr. Smith had been there for a good number of years and we'd always gotten along very well with NEA.

The NEA offered us the choice of not being a department but of being "affiliated" with NEA, and still getting some financial support but not the same as we did as a department. The AHE board said no to that, and the NEA said, "Okay, your funds are cut off as of May 31st." The year was 1969.

That spring's AHE conference was quite a meeting. Stephen Wright, then president of Hampton Institute, was AHE president (we were the first organization in higher education to have a black man as president) and he was very strongly for keeping AHE going. So he held a big meeting, separate from the conference sessions themselves, where he got people to go around and slip flyers under every hotel room door in the Conrad Hilton Hotel, asking for support and to please sign up for membership and so forth. And that's how AAHE got started really.

Because we didn't want NEA to know exactly what we were doing — because we were afraid they'd kick us out before May 31st! — Dr. Smith hired a consulting firm, I guess it was, to handle our memberships as they came in. We had a post office box they went to. AAHE started with probably something like 1,200 . . . 1,500 members. There was a name change, too, from AHE to AAHE, "American Association for Higher Education."

About three hundred people pledged as life members . . . I think it was $300. Back then that was a lot of money, but they could pledge that much and pay it over a ten-year period. That's why Elaine Silver, the membership coordinator, knew all the life members so well, because she billed them every year!

As soon as we knew we were going to depart, Dr. Smith put together lots of proposals, which we sent to foundations and corporations. We got a surprising amount of money to get started and keep us going. The Ford Foundation alone gave us something like $50,000 to start, and Carnegie gave us a big sum of money, too. We always felt that part of the reason was that foundations agreed with us that you didn't get ahead by striking and keeping students out of school, you did it in other ways.

After leaving the NEA, we came directly to One Dupont Circle, . . . with one typewriter, one desk, one wastebasket, and one chair. Dr. Smith had been a member of the Higher Education Secretariat — ever since he started as head of the department — and he had been talking to the American Council on Education about the fact that we were leaving the NEA and did they have suggestions about where we could go? Well, ACE was just constructing the One Dupont building and they were trying to rent the space, so it made a good match.

We moved onto the seventh floor, into a nice, large office in Suite 780. All of the support staff sat in one big room, but it worked out very well . . . we could all see the front door, we could all hear the phone. The staff consisted of me, Dr. Smith, Anne Yates (the

conference planner), Elaine Silver, and about four or five others.

In the 1970s, Ken Fischer came to organize regional meetings, and Lew Patterson to work on interinstitution consortia. And for the first time we had an editor, Bill Ferris; until then, just the secretary (me) and the administrative assistant had done the *Bulletin*. Dr. Smith was succeeded in 1971 by Dyck Vermilye, who stayed until 1977, followed by Russ Edgerton. Kerry Smith had come from the U.S. Office of Education, in its department of higher education. Dyck's background was student personnel and guidance. And Russ was the founding staffer of FIPSE.

AAHE'S WORK

I'd say that AAHE's annual National Conference on Higher Education — at first just in Chicago, later in Chicago and Washington, and lately also in San Francisco — has always been the Association's main focus.

During Dr. Smith's time, we still had our committees . . . on undergraduate education, on general education, on international education . . . a committee on teaching was developed, which then eventually evolved into a joint committee on teaching, which included other organizations such as AGLS, the Modern Language Association, and a number of others. These committees met quite regularly; but they didn't do studies or anything like that, it was just a question of trying to come up with sessions for the conference and that sort of thing . . . always to improve higher education and teaching and learning. In the 1960s and early 1970s, we had a large conference-planning committee every year, which held a two- or three-day meeting to plan the sessions, the theme, the speakers, and so forth. There might be fifty to sixty sessions throughout the whole conference.

In those days, everyone who gave a speech had to turn in a manuscript. These papers were all typed on the typewriter on stencils, run off on mimeograph machines, and distributed the following day at the conference. Even after the papers were all duplicated and distributed, they were then gathered and published in a yearly book, *Current Issues in Higher Education*. Also, there were recorders at every session, and every recorder had to turn in a report of the session that evening; those reports had to be typed and ready for distribution the following morning, too.

The print shop ran all night, the typists were there a good bit of the night, the collators and staplers were there all night, and a new crew came on in the morning.

But, as the years went on, the papers got harder and harder to get from people, and some of them were not as good as they had been in the past. So we started distributing fewer and fewer of them, to the point that now we don't normally give out any, maybe one or two. Of course, some of the most important still appear in the *Bulletin*.

AAHE's projects have added greatly to its esteem and the ground it covers. Under Kerry Smith, in the 1960s, we had one project, which was *Meet the Professor*, an hour-long TV show, on every Sunday, around 1 o'clock during the school year. It was on for two or three years. On this show, somebody would interview a given professor, people selected by the network and our staff.

Under Dyck we had NEXUS and Ken Fischer's regional meetings project. Now under Russ we have our projects on assessment, school-college collaboration, education reform, teaching, faculty rewards — our project work has increased a lot over the years.

AAHE'S PEOPLE

AAHE has had several other long-time employees — Anne Yates and Elaine Silver, among others.

Photo by Jean Gaumer

AAHE staffers circa 1979: *(left to right)* Anne Yates, Jane Lichtman, Liza Mickle, and Charlene White. Lichtman was director of the NEXUS Network; Mickle was the Association's editor. Yates was conference coordinator and assistant executive director; at the time of her death in 1980, she had been on the staff for 32 years.

I guess we stayed so long because we were interested in the Association, we thought its work was important, we wanted it to be successful . . . and we enjoyed what we were doing. It's a different class of people from what you come in contact with outside in the business world, a more genteel group of people — not so cutthroat.

When I think of AAHE, it's people like Pat Cross, Bill McKeachie, Robert Keller, Art Chickering, Frank Newman, Joel Read, Martha Church, Lew Mayhew, many others — people like that who have been members forever — I think of. Nice people, extremely nice.

I guess part of the reason I've been around so long is that I felt sort of the same way Lew Mayhew did after he became involved with AAHE — it's like a revolving door: you go in and you can't get out. But it's been a wonderful and fulfilling forty-two years. Thank you, AAHE. ■

AAHE'S NEW FORUM ON FACULTY ROLES & REWARDS LAUNCHES ITS FIRST CONFERENCE

January 29-February 1, 1993
Hilton Palacio del Rio ■ San Antonio, Texas

by Russell Edgerton

It's official! Thanks to a generous three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE), AAHE's new Forum on Faculty Roles and Rewards will sponsor the first of three annual national conferences this coming January.

We welcome your presentation proposals for the conference, and directions for submitting them appear in the box on page 15. We also hope you'll pass along to us ideas and information that will deepen our understanding of the initiatives that campuses, professional societies, and other organizations are undertaking to reexamine policies and practices affecting faculty priorities and the quality of faculty work.

WHY A NEW FORUM?

Seven years ago, "assessment" came on stage as an important national issue. Three events pushed the issue forward: First, a group of influential educators assembled by the National Institute of Education authored *Involvement in Learning* — an imaginative reform report that called assessment a key to high-quality education. Second, a few campuses — notably Alverno College and Northeast Missouri State University — had been doing assessment in ways that clearly made a difference in student learning. Third, the National Governors Association turned up the external heat by issuing *Time for Results* — a no-nonsense report stating that governors were tired of hearing how many books were in campus libraries and how many Ph.D.'s were on faculties. Instead, governors wanted evidence that institutions were contributing to student learning.

Assessment had the potential for both good and ill — for becoming a roadblock for students or a tool for improving their learning. With FIPSE's help, AAHE stepped into the scene, with an annual national conference and a publications program aimed at giving *status*, *substantive direction*, and *practical guidance* to those people on campus who were willing to take assessment seriously. In retrospect, the AAHE Assessment Forum turned out to be the most important and successful special initiative AAHE has undertaken to date.

In the past two years, on campuses across the country, the "faculty reward system" has surfaced as another important issue. The precipitating events are highly reminiscent of assessment's. First, the imaginative report: Ernest Boyer's *Scholarship Reconsidered*, which has become the best selling special report ever issued by the Carnegie Foundation for the Advancement of Teaching. Second, a few campuses providing leadership — Stanford and Syracuse come to mind, both inaugurating major reexaminations of the reward system. Third, external heat. Pressures from outside the academy are still rather unfocused, but campuses are fielding ever more insistent and hostile questions about whether faculty effort is in line with campus missions and social needs. Legislators are writing bills and regulations about workload and productivity.

As in the case of assessment, the aroused interest in clarifying and shifting faculty priorities could unfold in different ways. We can envision a scenario in which there is a growing respect for dimensions of excellence beyond research, and a new appreciation for the "practice" of one's discipline . . . a culture in which all dimensions of professional and scholarly work are honored and peer reviewed. But we also can envision a nightmarish scenario . . . more reporting

requirements, piles of evaluation data nobody uses, prizes and rewards that have more to do with public relations than actual faculty motivation or improved performance.

By launching this new Forum, AAHE hopes to do for the national reexamination of faculty roles and rewards what it has done for assessment: give status to those who take the issue seriously; frame agendas and steer the conversation in directions that promise to result in real improvements in faculty performance; and promote lines of work that will yield tools and materials — rationales, guidelines, directories, cases, surveys, protocols, sample portfolios, etc. — useful to those involved in the hard, nitty-gritty work of bringing about real change.

A JANUARY CONFERENCE

As this issue of the *Bulletin* went to press, AAHE was holding a planning meeting for the first national AAHE Conference on Faculty Roles and Rewards. Obviously we could not report on the specifics of that meeting here, but we can share with you now the parameters within which our planning will unfold — and offer some examples of the issues this special-focus conference will address.

Who Should Come?

Campuses with complex missions. The welcome mat is out for all. But the audience we envision as we begin to develop sessions are individuals from campuses with complex missions — campuses where the faculty are expected to engage in research, teaching, and service.

Academic affairs leaders. Provosts and/or their deputies; key leaders of the faculty senate; chairs of promotion/tenure committees; faculty chairs of committees to reexamine how research, teaching, and service are evaluated and rewarded; department chairs who are key opinion leaders and/or sponsors of pilot projects — these are the primary constituents we have in mind for the conference.

Campus teams. Ideally, academic leaders attending the conference will come as members of a campus team. In addition to the familiar argument that teams can produce more real change, there is particular advantage in tackling the roles-and-rewards agenda as a team. Part of what campus leaders need is simply an opportunity to "work through" the issues with colleagues from peer campuses, and the conference program will build in multiple opportunities for that sort of peer campus interaction and teamwork.

Leaders of professional societies. *Scholarship Reconsidered* reminded us all that most faculty

To Be Part of the Conference

Submit a *proposal*.

We welcome proposals that address the kinds of issues suggested above. To propose a session, simply write a letter explaining (1) what problem or issue your session would address, (2) what format you'll use (panel presentation, case study, etc.), and (3) the names, addresses, and telephone and fax numbers of everyone involved (indicate one contact person to receive all correspondence). Send proposal letters to Kristin Reck, at the address below. Proposal letters must be postmarked by ***October 9, 1992.***

We will mail a confirmation card to the contact within two working days of receiving your proposal at AAHE. We will notify the contact by the end of November concerning the outcome of proposal review.

Presenters should preregister for the conference and are responsible for their own registration fees. Registration materials will be mailed to all contact persons in October.

Think about constructing a *team* from your campus.

The conference will work best for campuses that can send a team. Team-oriented sessions and occasions will play a major part in the program. *And* the registration fee structure will make sending a team more economical than multiple single registrations. Mark box 2 on the enclosed postcard to receive registration materials for your team.

Organize a *group/consortium/organization* meeting.

Space at the conference will be available for meetings of associated groups whose work relates to faculty roles and rewards. Mark box 3 on the enclosed postcard to receive information.

Send now for *registration materials* (available in October).

Conference enrollment is limited, so complete and return the enclosed postcard today. (Please request registration materials by mail or fax *only*).

Send us your *suggestions* for the conference.

How can this conference best respond to your needs? To help us in our planning, we would appreciate a letter or fax from you. For example, a team from your campus would most likely include people from which positions (e.g., faculty senate chair, AA dean, VPA, president, etc.)? How could the conference best serve your team? What topics would be good for intensive, practical workshops? What materials or hands-on training? What issue(s) would you like to hear others discuss? Any and all comments are welcome! Please fax or mail letters by ***October 5*** to Kristin Reck, at the address below.

Kristin Reck, Project Assistant
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036-1110
fax 202/293-0073

are members of not just one but two communities. When faculty are hired by colleges and universities, they become *professors*, subject to the obligations that flow from the distinctive mission of the campus where they are employed. But even prior to becoming professors, faculty become biologists, economists, engineers; in this guise, as *scholars* in their fields, faculty take on identities and lifelong obligations as members of those disciplines and fields.

It is one thing, then, for a campus administration to give more weight to teaching. It is quite another for the economics profession to believe, for example, that the act of teaching economics and the act of writing about economics to the larger public are worthy activities, that the profession has a responsibility for assuring that these activities, in addition to research, are done well.

Many professional societies are now undertaking their own reexaminations of what roles their members play and what professional recognition they should receive. We see the leadership of these societies as potential contributors to our program and as crucial to our ongoing work.

Leaders of external agencies. States, federal agencies, accrediting agencies, funders, and other outside groups all shape faculty priorities in intended and unintended ways. The reexamination of faculty roles and rewards has not only spread to these settings; individuals from these settings are, in some cases, leading the charge.

Colleagues with expertise. Finally, as has happened with AAHE's national conference on assessment, we see this conference as an occasion to assemble the intellectual capital that exists on the issues and to define investigative agendas for the future. In addition to our own invited program, we welcome other organizations and groups to think of the conference as a place to stimulate conversations and create networks around issues pertinent to our agenda.

We plan to work through an agenda of clarifying and defining what scholarly and professional work is important, how all aspects of this work can be evaluated, and how all aspects of this work can receive appropriate recognition and reward.

What's the Schedule?

The "what and when" of the conference will become clearer after proposals begin coming in; below is the tentative schedule . . . subject to revision and further refinement:

Friday, January 29 — 8:30 AM to around 2:00 PM as a time for campus team and special network meetings and intensive workshops. Thus, campus teams wishing to meet with other teams from peer institutions, individuals involved in special networks and forums, individuals enrolled in intensive workshops (e.g., assessing teaching performance with portfolios) should plan to arrive in San Antonio on Thursday evening, January 28.

The first plenary session is planned for around 3:00 PM, an arrangement designed to let attendees travel on Friday morning and still arrive in time for the opening session. Friday evening will feature a plenary dinner and address.

Saturday, January 30 — a rich assortment of regular sessions, then free time on Saturday evening to enjoy San Antonio.

Sunday, January 31 — a full morning of sessions, as well as occasions for more meetings of teams and special networks. The conference will formally end shortly after noon, so all participants can get home Sunday evening. Afternoon workshops and other gatherings will be available for those able to stay through Sunday night.

Monday, February 1 — time for campus teams to reconnoiter before returning to campus, and for associated organizations to meet.

What's the Program Agenda?

What kind of issues will we go after on the conference program? What's the substantive agenda? Again, we're eager to hear from you about what would be most useful. But here's a sampling of session ideas that make sense to us now and that we hope will trigger proposals from you:

The larger system: shifting priorities.

- What does the state scene look like, especially with respect to legislation about faculty workloads, performance funding, and other initiatives to shift state-based incentives and rewards?
- NSF and NEH have altered program guidelines and administrative procedures to signal interest in a more balanced consideration of faculty effort. What is the response to these initiatives? Are other initiatives on the way?
- The New England Association of Schools and Colleges has introduced a new accreditation standard to the effect that faculty assignments should be in line with institutional missions. How will this standard be judged? Will this initiative spread?

New stirrings within the scholarly communities.

- The Joint Policy Board for Mathematics has appointed a Committee on Professional Recognition and Rewards to study questions about faculty roles and tasks that are most valued (in theory and in actual practice) by the mathematics community. What are the preliminary findings

of that study?

- As part of the Syracuse University "redefining scholarship project," the American Sociological Association and the American Historical Association are piloting surveys of their memberships to weigh the importance of various tasks. Several other learned societies are undertaking similar efforts. What's the scoop?
- At AAHE's 1990 National Conference on Higher Education, Gene Rice, then of the Carnegie Foundation, presented an image of "The New American Scholar." After two and a half years of debate and reflection, is this still a viable model for the roles and work of faculty?

Campus leadership and lessons from campuses.

- Revisiting the land-grant mission through case studies from institutions.
- Operationalizing the mission statement: departmental profiles of faculty effort.
- The department chair as "keeper of the culture" versus "agent of change."
- Disciplines and professions: getting the two cultures to talk to each other.

What counts? Ways of knowing, modes of evaluating.

- Breaking out of the boxes of teaching, research, and service in evaluating scholarly work.
- Who are the peers in "peer review"?
- From counting publications to judging quality: lessons from those who have tried.
- The pecking order among scholarly journals: reexamining the premises.
- Views from several disciplines on the value attached to authoring textbooks.
- Strengthening peer review as the next agenda in evaluating teaching.
- Evaluating professional practice: getting data from the clients served.
- Case studies in recognizing work with the K-12 sector.
- Consulting: should compensation be its own reward?
- The locus of decisions — central or decentral — for tenure, and does it matter?

Recognition and rewards.

- What does the research tell us about the motivating power of extrinsic and intrinsic rewards? What are the implications for practice?
- Recognition and rewards for excellence in teaching: more than PR?
- Is the next agenda in rethinking rewards rewarding *departments* for performance?

THE CONFERENCE IN CONTEXT

The new conference is only one dimension — albeit the central one — of AAHE's new Forum on Faculty Roles and Rewards. In addition to an annual national meeting, the project will collect and broker information, develop practical tools and materials, sponsor special-issue seminars, and work with campuses. All of the activities of the project (including the conference) are grounded in the following propositions:

- It always needs repeating: We are pursuing a multidimensional view of excellence, *not* undermining the importance of research.
- Pursuit of this view leads us to be particularly interested in broadening the definition of what scholarly professional work is worthy of recognition and reward; in developing standards and methods for rigorously evaluating all aspects of this work; and in shaping policies and practices that will enable faculty work to be both more consistent with institutional missions and more flexibly performed.
- Many parties can and need to be part of the action; no single constituency can do it alone. We see the project as a way to bring the many diverse constituencies into touch with one another to forge a common agenda.
- We plan, over the course of the project years, and especially through the three conferences, to work through an agenda of clarifying and defining what scholarly and professional work is important, how all aspects of this work can be evaluated, and how all aspects of this work can receive appropriate recognition and reward. While all the project's conferences will deal with the whole agenda, the centerpiece of each will shift — from issues of definition to issues of evaluation to issues of recognition and reward.

Faculty roles and rewards is an important new area of AAHE's work. We welcome your participation and your insight. ■

Roles and Rewards Staff

(or, Is There Anyone There to Talk To?)

As this *Bulletin* goes to press, the search for a permanent director of the new Forum continues. But AAHE has made an interim arrangement with **Jon Wergin,** professor of education and the former director of the Center for Educational Development and Faculty Resources at Virginia Commonwealth University. Wergin has taken a study leave to become interim director of the Forum, and he will shepherd the program planning process for the first national AAHE Conference on Faculty Roles and Rewards.

With a resume that includes publications on faculty development, organizational development, the evaluation of teaching, and the evaluation of clinical work in the health professions, Wergin already has much to offer those of you who call. And — since VCU is itself in the midst of a major reexamination of faculty roles and rewards — Jon is eager to pick up some ideas he can take back with him.

Kristin Reck, project assistant, will handle queries about the Call for Proposals, access to our "fugitive literature" files, and other such matters. **Russ Edgerton, Pat Hutchings,** and **Nevin Brown** in AAHE's national office are all shaping parts of the conference program. **Ernest Lynton** is serving as a senior associate with the Forum while working under Carnegie Foundation auspices on a sequel to the *Scholarship Reconsidered* report.

Around the office and in AAHE's special projects.

Board Election Results

AAHE is pleased to announce the results of the 1992 Board of Directors election. Each new member serves a four-year term, which began on July 1.

Astin

Helen S. Astin is AAHE's new vice chair. Astin is a psychologist, a professor of higher education, and associate director of the Higher Education Research Institute at UCLA. She will serve successive one-year terms as vice chair, chair-elect, chair (1994-1995), and past chair.

Renick

Board Position #2 went to **James C. Renick,** vice provost, George Mason University. **Tessa (Martinez) Tagle,** campus president, Medical Center Campus, Miami-Dade Community College, fills Board Position #3. **Shirley H. Showalter,** elected to Board Position #4, is a professor and chair of the English department at Goshen College.

Tagle

Showalter

The balance of the 1992-1993 AAHE Board of Directors is Chair **Blenda J. Wilson,** of California State University, Northridge; Chair-Elect **Carol A. Cartwright,** of Kent State University; Past Chair **Norman C. Francis,** of Xavier University of Louisiana; **Lisa E. Baker,** of Western Michigan University; **John N. Gardner,** of the University of South Carolina, Columbia; **Beverly Guy-Sheftall,** of Spelman College; **Judith E. Lanier,** of Michigan State University; **Dan M. Martin,** of the John D. and Catherine T. MacArthur Foundation; **Laura I. Rendon,** of Arizona State University; **David A. Sanchez,** of Los Alamos National Laboratory; **Arnold R. Shore,** of the Council for Aid to Education; **P. Michael Timpane,** of Teachers College, Columbia; **Sheila Tobias,** of Tucson, Arizona; and **Philip Uri Treisman,** of the University of Texas at Austin.

Sexual Harassment

AAHE is cosponsoring a teleconference by the National Association of Student Personnel Administrators (NASPA) entitled "Confronting Sexual Harassment on Campus." The conference will be carried live via satellite from Washington, DC, on Thursday, November 12, 1992, at 1:30-3:30 PM, EST.

Speakers will address a number of issues, including the definition of a "hostile environment," the frequent failure to apply existing sexual harassment policies, and the formulation of an action plan. The program will include taped interviews with students to facilitate discussion, and participants will be able to phone in with reactions and questions.

AAHE in Action

AAHE Board of Directors Meeting. Washington, DC. *September 24-26, 1992.*

Suggestions Deadline. 1993 AAHE Conference on Faculty Roles and Rewards. See the September 1992 *Bulletin* for details. *October 5, 1992.*

Proposal Deadline. 1993 AAHE Conference on Faculty Roles and Rewards. See the September 1992 *Bulletin* for details. *October 9, 1992.*

Proposal Deadline. 1993 National Conference on Higher Education. See the September 1992 *Bulletin* for details, or call Judy Corcillo. *October 16, 1992.*

1993 AAHE Conference on Faculty Roles and Rewards. San Antonio, TX. *January 29-February 1, 1993.*

1993 National Conference on Higher Education. Washington, DC. *March 14-17, 1993.*

1993 AAHE Conference on Assessment in Higher Education. Chicago, IL. *June 9-12, 1993.*

Registration for NASPA institutional members and National University Teleconference Network (NUTN) members is $495 (including taping rights). Nonmembers may register for $625. After *October 2, 1992,* an additional fee will be charged. For more information, contact NUTN, Oklahoma State University, 210 Public Information Building, Stillwater, OK 74078-0653; ph. 405/744-5191, fax 405/744-6886.

Correction

Tobin Barrozo was misidentified in both the May and June 1992 issues of the *Bulletin.* He is the chair-elect of AAHE's Asian Pacific Caucus and will serve as chair during the 1993-1994 term. Bilin Tsai is the current caucus chair.

Comings and Goings

AAHE has had a number of staff changes recently. Joining AAHE is **Jon Wergin,** who will serve as interim director for the new Forum on Faculty Roles and Rewards. Wergin is on leave from his position as professor in the School of Education at Virginia Commonwealth University and is the former director of VCU's Center for Educational Development and Faculty Resources.

Wergin

Retiring after forty-two years is **Charlene White,** who has served as executive secretary to all three AAHE presidents. (See our interview with her in this issue for some perspectives on the evolution of the Association.) We'll miss you Charlene!

Gail Harrison has come on board in a newly created position as assistant editor of the *Bulletin.* She will also help to expand AAHE's publications efforts. **Sonya Palmore** is the new administrative coordinator for The Education Roundtable, working with **Kati Haycock.**

Bulletin Board

by Ted Marchese

Welcome back — hope summer brought some rest — for news of AAHE members (names in **bold**) doing interesting things, plus items of note.

BOARD PEOPLE: As usual, lots of notable summer moves, including several by AAHE board members . . . heading the list is the board's chair, **Blenda Wilson,** moving from Michigan to the presidency of CSU-Northridge . . . **Arnold Shore** resigns the presidency of the Council for Aid to Education September 8, will relocate from New York City to Minnesota . . . he'll be succeeded by ACE's **Judith Eaton** . . . NSF's **David Sanchez** heads for New Mexico as deputy associate director of the Los Alamos National Laboratory. . . . Earlier this summer, a present and a former board member, **Uri Treisman** and **Bob McCabe,** were on the list of 33 new MacArthur fellows (the "genius" awards of the press, a label that tends to stick). . . . The full AAHE board (including the four new members you elected last spring) meets September 24-26 at Airlie House, a retreat center in Virginia.

MORE PEOPLE: Faith Gabelnick, leader in our collaborative learning action community, moves from Western Michigan to the provost's post at Mills. . . . Best wishes to new presidents **Richard Rush** at Mankato State, **Peggy Elliott** at Akron, **Michael Hooker** at Massachusetts, **Steven Koblik** at Reed . . . and to new student-affairs VPs **Juan Gonzalez** at CSU-San Bernardino, **Alexander Smith** at Wartburg. . . . Two searches without happy endings: that at Harvard, for the deanship of the Graduate School of Education (**Linda Darling-Hammond** withdrew her acceptance, for personal reasons), and at Ohio State, for the editorship of *The Journal of Higher Education* (they'll try again).

MOVING ON: Notable retirements this summer: ACE's **Charlie Saunders,** for two decades higher education's lead person in federal affairs; the Exxon Education Foundation's **Dick Johnson,** a long-time champion of general education and other good causes; the creative **Leo Goodman Malamuth,** from the presidency of Governors State; witty, wise, former *Change* writer **Donald Walker,** from the chancellorship at Grossmont-Cuyamaca ("Suddenly realized I'd signed on for three years and stayed nine"); and **William Holmes,** after 23 years as president of Simmons. . . . Sad to report the deaths in July of two colleagues, Wayne County CC's **Constance Carter Cooper** (a member of the AAHE Black Caucus executive board), and Northeastern U's **John O'Bryant** (the first black member of the Boston school board, back in the turbulent 70s).

Hooker

Gonzalez

McClenney

QUICK TAKES: For insight into how Bill Clinton thinks about higher education, pull out your May 1988 *AAHE Bulletin* . . . it reprints his National Conference address of that spring. . . . TQM colleague **Dan Seymour** phoned with news that he's won a Fulbright to the University of Lima for the fall . . . the call reminded me that Fulbrights are available for college administrators (to the U.K., Germany, Japan); the 1993-94 deadline is November 1st, call (202) 686-6245 now for info. . . . Given the civil unrest there and State Dept. travel warnings, the AAHE Black Caucus trip to Nigeria had to be cancelled earlier this summer. . . . Like to help with the next volumes of the *Dictionary of American Biography* (covering 1971-80)? To nominate candidates for inclusion or to contribute a bio (1,000 words), contact **Karen Markoe,** the general editor, by fax at (212) 409-7392 . . . Karen and her SUNY colleague **Joe Flynn** head our network of faculty senate leaders.

ASSESSMENT: Some 1,130 were in the house for AAHE's June assessment conference in Miami Beach, an event full of lively debates, truth-telling, and deep pondering, plus terrific plenary talks by **Kay McClenney, Richard Light, Sheila Tobias, Ted Fiske,** and **Pat Cross.** . . . As at AAHE's National Conference last spring, there was extraordinary interest in the total quality management phenomenon, with the parallel values of assessment and TQM a frequent topic . . . during the conference, we convened two dozen of the most thoughtful campus practitioners of TQM for a day-long founding meeting of an Academic Quality Consortium (more about this in next issues) . . . thanks to the initiative of consortium member **Darrell Krueger** of Winona State, next up will be a small, invitational meeting at Wingspread, October 27-29, at which the intersections between total quality, assessment, and the "Seven Principles of Good Practice" will be explored more deeply. . . . Miami Beach was the third and final assessment conference put together by our dear colleague **Barbara Wright,** to whom the office said farewell August 12th on her return to a faculty post at Connecticut. . . . Mark your calendars, next year's assessment conference is June 9-12, in Chicago. ■

ANNOUNCING

Collaboration.
A Powerful Force for Change.

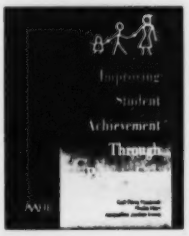
AAHE's Office of School/College Collaboration announces two new publications.

Solutions The first, *What Works: School/College Partnerships to Improve Poor and Minority Student Achievement* (1992, 96pp.), explores the critical elements of successful partnership programs.

Twenty-three exemplary programs are described, grouped by focus: early identification, dropout prevention, curriculum and teaching, professional paths, college access, and alternative educational settings. Contact names and telephone numbers are included. Introductory chapters discuss the importance of establishing a comprehensive support network for students, providing information about colleges, assisting in the financial aid application process, and more. An excellent guide for anyone considering forming a partnership or revamping an existing program.

$13 members; $15 nonmembers.

The Big Picture *Improving Student Achievement Through Partnerships* (1992, 56pp.) is a collection of three presentations from AAHE's First and Second National Conferences on School/College Collaboration. Kati Perry Haycock encourages educators to pursue programs that promote student achievement and strengthen the *entire* educational system from K-16. Phyllis Hart emphasizes the need for both systemic and philosophical changes and describes her success in boosting college attendance and achievement among minority students in one Los Angeles high school. Finally, Jacqueline Jordan Irvine charges that a lack of "cultural synchronization" and the failure to identify common values and beliefs are significant factors in the academic underachievement of minority and low-income students. All three offer insights and suggestions for dealing with these educational challenges.



$10 members; $12 nonmembers.

Ordering information. For more information, or to order either of these titles, contact the AAHE Publications Department, Box B992, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073. Full payment or purchase order must accompany all orders; orders under $50 must be prepaid. Make checks payable to "AAHE." Allow 4-6 weeks for delivery. ■

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AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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OCTOBER/1992 VOLUME 45, NUMBER 2

B U L L E T I N

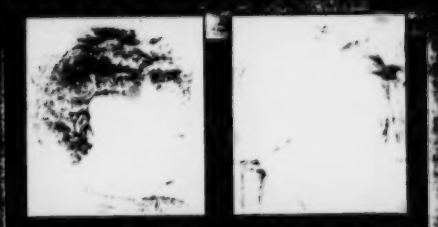
AAHE

DIVERSITY AND OUR DISCONTENTS

CATALYST,

THE THEATRE FOR CHANGE

AAHE'S ASSESSMENT FORUM CHANGES HANDS



Barbara Wright and Carl Schilling reflect on their assessment [illegible] at the [illegible]

Bulletin Board by Ted Marchese ... New Member Benefits

In this issue:

Last June in this space, I described our intention to use the summer to "begin putting in place a regular regimen of self-analysis" concerning AAHE's publications, other products, and services. I'm pleased to report that we're making progress, and the first evidence of it is announced on the back page of this issue of the *Bulletin*. Effective immediately, AAHE members can purchase the Association's publications at a discount (prices stay the same for nonmembers). All future publications will carry dual pricing, offering AAHE members savings of 10 to 20 percent over the nonmember price. It's part of our ongoing effort to make your AAHE membership more valuable.

Another piece of that "regimen" is in the works: a survey to be mailed in the next month or so to a sample of AAHE members. That survey is just one of the methods we'll be using to get the information we need to do our job better — whether that job is producing publications, sponsoring conferences, providing networking opportunities, or any of AAHE's other activities. We look forward to your feedback.

Elsewhere in this issue, you'll find a thoughtful essay by Frank Wong, who in addition to being a VPAA has served as a consultant on diversity issues with the Ford Foundation, the Western Association of Schools and Colleges, and the Western Interstate Commission on Higher Education. Then, Dorothy Siegel and Clarinda Harriss Raymond describe how their university helps students deal with the complexities of modern campus life. And last, we hear for the first time from the AAHE Assessment Forum's new director. Welcome, Karl.

—BP

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Assistant Editor: Gail N. Harrison

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A noted thinker on issues of diversity and multiculturalism reflects on why they distress us so and what's needed to relieve our discomfort.

DIVERSITY AND OUR DISCONTENTS

by Frank F. Wong

Let's start with a series of riddles to frame a discussion of why diversity is causing great discontent among us:

- First, why is George Bush in Japan like Clarence Thomas before the Senate Judiciary Committee?
- Second, why are we so comfortable learning from other cultures abroad and so uncomfortable about learning from our own country's different cultures?
- Third, why in higher education do we cherish intellectual diversity and yet feel so uncomfortable with gender, sexual, and ethnic diversity?
- Fourth, how can we conceptualize cultural diversity so that it allays rather than increases our discontents?

Convergence of Minority and Majority Experience

To understand our deep, collective discontent about cultural diversity, let's turn to our first riddle. You will recall President Bush's ill-starred trip to Japan, where, accompanied by a retinue of automobile executives, he sought unsuccessfully to persuade the Japanese to begin acting like Americans in the way they organized their economy. The hat-in-hand pilgrimage was cloaked in tough, political rhetoric about extracting concessions from the Japanese. But the discomfort of the American president appealing for help from a people so widely "bashed" and denigrated in his own country was dramatically symbolized when he vomited into the lap of the Japanese prime minister and collapsed to the floor.

Clarence Thomas's riveting appearance in the televised Senate hearings involving Anita Hill is a counterpoint to George Bush in Japan. Our comparison is not with the sexual harassment issue but with the cultural discomfort issue. At one juncture in the hearings, Judge Thomas raged at his accusers, charging them with a racist "lynching," even as he embraced a political establishment that made Willie Horton a code word for covert racism. The irony of his comments illustrates a crucial aspect of Judge Thomas's rapid rise to national prominence: Although his roots lie in a minority culture, he achieved the American dream of success by embracing the culture of the majority. He is the real-life equivalent of the African-American architect in Spike Lee's movie *Jungle Fever*, who also found uncomfortable success in the majority culture, expressed through his emotionless affair with a white secretary.

Frank F. Wong is a consultant on diversity issues and vice president for academic affairs at University of Redlands, 1200 East Colton Ave., PO Box 3080, Redlands, CA 92373-0999.

This is not a criticism of Judge Thomas. What Judge Thomas has succeeded in doing is what every member of a minority culture in this country intuitively knows to be a necessity if one aspires to move in the mainstream rather than remain in the backwaters. To operate in the mainstream, one has no choice but to engage

the majority culture, to learn its language, to know its thoughts, to give it respect, if not deference. Minorities in America, perhaps minorities in most countries, do not so much *choose* to engage and integrate with the majority culture as they are *compelled* to, out of necessity.

By contrast, as sociologist Troy Duster has so astutely observed, those in the cultural majority, by and large, have had the freedom to engage or integrate with minority cultures as it has suited them, in accordance with their ideals, their prejudices, or their circumstances. This is not a criticism of the cultural majority; it merely illustrates what historically has been the significant difference in how minorities and majorities relate to each other.

Here is the crucial reason for the underlying discontent in our society about cultural diversity: What had been different and unequal kinds of relationships have now become increasingly one and the same. We are in an era where the majority now has no choice but to engage minority cultures. The experience of cultural difference is now a mainstream reality. In the great cultural transition of our time, what minorities have experienced for generations is now being experienced by all. Small wonder that we have such large measure of discomfort and discontent.

This is the symbolic meaning of President Bush's uncomfortable trip to Japan. His flu symptoms were a metaphor expressing the psychological uneasiness of Americans having to engage and respect, if not defer to, a different and often denigrated Japanese culture that we are still struggling to understand. For Judge Thomas, the discomfort of making common cause with a majority culture that demeans an essential part of himself came out in his rage against racism, even as he advocated a philosophy of individual achievement in which race is deemed irrelevant.

President Bush and Judge Thomas are common bedfellows, not only in their political and judicial outlooks but in their common discomfort with having to engage a different culture that often seems to threaten some part of their own. Judge Thomas could not succeed without effectively engaging Anglo-American culture; President Bush did not succeed because he didn't know how to *engage Japanese culture.*

Convergence of Foreign and Domestic Experience

In higher education, we have long been accustomed to accepting the difference of cultures abroad. We even advocate the educational value of our students engaging another culture on its own terms, immersing themselves in its language and customs. We acknowledge that engaging another, foreign culture, at its best, will teach our students not only about cultural differences but about human similarities. It will clarify and confirm for students who they are and what they believe, as well as how different that might be from the culture they are engaging. Yet, we seem to have great difficulty in transferring this same laudable educational intent to cultural differences within our own society, whether based on ethnic identity, gender identity, or sexual identity.

> **The discomfort of the American president appealing for help from a people so widely "bashed" and denigrated in his own country was dramatically symbolized when he vomited into the lap of the Japanese prime minister and collapsed to the floor.**

It would be easy to conclude that "foreign" cultures are easier to accept across an ocean than they are in our own backyard. But that truism obscures another changing reality of our times: What is foreign and what is domestic are no longer clearly separable. "American" cars are substantially made in Japan, and "Japanese" cars are entirely made in America. What happens in Japan and Germany and what used to be the Soviet Union directly affects the welfare of Americans. The world is smaller and more interdependent, even as our sense of difference increases. Yet, we fail to recognize this in the way we approach international and cultural diversity issues in higher education. We almost always put international studies in one place and women's and ethnic studies in another, while ignoring the deep, common intercultural themes that cut across all of them. We fail to explore how our understanding of foreign culture might help us to understand the subcultures of our own country.

Convergence of Tradition and Change

In other areas in higher education, common themes have been obscured by the clash of polarized opinion. Too much of the intellectual discussion about multicultural issues has been dominated by two groups: those on the left who believe that tradition is unremittingly hostile to multicultural inclusion and therefore needs to be undermined, and those on the right who believe that the fortress of Western civilization can only be defended by denying entry to any new thinking having to do with women's, ethnic, or non-Western studies. Because so much of the debate has been framed by the artificial and misleading issues of "political correctness" and the "erosion of Western cultural values," the impression has been created that cultural diversity somehow conflicts with the core values of Western civilization.

In fact, the opposite is true. We cherish intellectual diversity in higher education because, as Bruce Kimball has pointed out, the Socratic approach to truth is one of the two major streams of our liberal arts tradition. It is the foundation of our modern academic culture. We believe that if different points of view are expressed, and if these points of view critically engage each other, then a more refined view

of the truth will emerge. Intellectual diversity is essential to the pursuit of truth. It is precisely for these *traditional* reasons that we should welcome rather than disdain the new thinking embodied in women's studies, ethnic studies, and non-Western studies.

When we see cultural diversity as an aspect of intellectual diversity, the artificial battle lines between multiculturalism and Western civilization disappear. The hiring of women and minority faculty can be viewed as enriching the variety of intellectual perspectives in our academic dialogue, rather than as filling quotas. This is not to say that someone of a different race or gender will always have a different intellectual perspective; it is to say that the "outsider's" view is often a fresh and more incisive one. Being French enabled de Tocqueville to see American strengths and weaknesses more clearly, and being a woman enabled Carol Gilligan to see the strengths and weaknesses of male-centered moral development theory more clearly. Intellectual diversity is a paradigmatic value for Western civilization and for our modern university, and cultural diversity is a present manifestation of it.

Convergence of Difference Through Common Discourse

How, then, should we conceptualize cultural diversity to allay rather than increase our discontents? The issue was well described by Neil Rudenstine at his inauguration as Harvard's twenty-sixth president: "The problem of how individuals and groups establish and assert their own identity without being tempted to repudiate or diminish the identity of others is one of the deep riddles of our time. It perplexes our world and even now threatens to break apart nations and peoples." The British director Peter Brook described the same problem differently in discussing his production of the Indian classic "The Mahabharata": "We are used to thinking about culture," he said, "as something that is single, absolute, and clearly separate from other cultures. We assume there is only one, universal culture."

But that customary way of thinking about culture does not adequately engage the conditions of our time. The contemporary experience is the reality of cultures and subcultures in continuous engagement and frequent collision with each other. We in higher education need to help form the dialogue between cultures, not as adversarial, pitched battles where winning is more important than understanding,

> We are in an era where the majority now has no choice but to engage minority cultures. The experience of cultural difference is now a mainstream reality. In the great cultural transition of our time, what minorities have experienced for generations is now being experienced by all.

but as a Socratic search for truth that emerges from the encounter of different points of view. This confirms the essential values in Western civilization.

Even more important, it confirms the American immigrant experience, which is the paradigmatic human experience of the twenty-first century. Immigrants, like minorities, are always encountering a different culture, always needing to find a way of dealing with it, and, in the end, always struggling to affirm their human identity and dignity in a context that involves more than one culture.

This vision of a pluralistic, immigrant, *intercultural* American civilization needs to inform and infuse our discussions of multiculturalism. It contrasts with the monocultural view of Western civilization that has emerged in many recent debates. As an American version of Western civilization, this vision is not so much a fortress to be defended, as it is a set of bridges to be extended. By crossing those bridges together, we may find our discontents diminished rather than increased, and we might hope that George Bush overcomes the Japanese flu and Clarence Thomas no longer rages at racism.

Epilogue

Ultimately, the answers to all of our riddles are one and the same: We fail to see the deeper similarities that lie below our more obvious differences. We don't dig into the common ground from which our different conceptions grow:

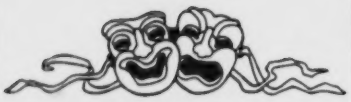
- George Bush and Clarence Thomas are discontented for the same reason; they are each in their own way experiencing the same condition, however different its form.
- Engaging and learning from foreign cultures abroad is no different from engaging and learning from different subcultures in our own country. But we fail to see that because we compartmentalize and separate foreign from domestic affairs, when in fact the two experiences now are fundamentally the same.
- Western civilization at its root has always embraced diversity as an essential condition of the search for truth. The misleading notion that new ways of looking at old issues undermine Western civilization comes from the failure to see that intellectual diversity is the paradigm for multicultural diversity.
- And finally, by understanding the American expression of Western civilization as an essentially immigrant nation, we can see more clearly that cultural diversity, far from threatening our character and traditions, affirms them in ways that can help to dissolve our self-inflicted discontents. ■

Note

A version of this article was originally prepared as a speech for the inauguration of Swarthmore College president Alfred Bloom; that speech will be published in Volume 1 of *The Swarthmore Papers*, "Educating for Social Responsibility in a Multicultural World." For more from Frank Wong, see "Diversity and Community: Right Objectives and Wrong Arguments" in the July/August 1991 issue of *Change* magazine.

CATALYST
THE THEATRE FOR CHANGE

by Dorothy Siegel and Clarinda Harriss Raymond



Towson State's student players tackle some difficult social issues.

Ethnoracial relations, sexual behavior, religious and moral conflict, alcohol/illegal drug use, homophobia, dormitory "domestic violence." These are the problems today's campuses must deal with. But how? Catalyst Theatre, Towson State University's theater for social issues, has established an impressive track record of successfully using student-scripted drama to address tough campus problems that resist confrontation and defy easy resolution. At a time when many campuses are increasing their efforts to foster diversity, the new genre, "theater-in-education," is especially effective at communicating the tensions of cultural coexistence while also encouraging students to appreciate differences.

Once at the vanguard of the theater-in-education movement, Catalyst finds itself one of numerous social-issues theater groups. Troupes also have formed at the University of Michigan, the University of Kansas, Duke University, Miami University (Ohio), and Penn State University, among others.

Now in its fourth year, TSU's Catalyst evolved through a succession of modest, tentative beginnings into a stable entity with two distinct kinds of offerings. For small audiences, it offers rehearsed improvisations, open-ended sketches designed to encourage students to devise solutions to the problems the dramatic presentations depict. For larger audiences, there are scripted pieces that present problems up to a particular point of conflict, then allow audience members to interact, either by questioning the performers "in character" or by themselves playing the role of friends of the characters in an effort to rescript a resolution to the problem. Live audience sizes range from 20 to 1,000, with the optimum number

Dorothy Siegel is the vice president for student services and executive director of the Campus Violence Prevention Center at Towson State University.

Clarinda Harriss Raymond is the director of external affairs at the Center. They can be reached at Towson State University, Student Services, Towson, MD 21204.

being around 200. A trained facilitator attends all performances to guide discussion.

The essential purpose of both kinds of offerings is to empower students to understand problems and come up with insights on their own. They are invited to explore their own feelings in response to complex characters and situations. Catalyst's approach is the opposite of simplistic "Just Say No!" solutions that tell students how to behave but not how to solve problems. In short, Catalyst provides tools for coping.

An Experiment Pays Off

Catalyst's origins were wholly organic; a seed of an idea fell on unexpectedly fertile ground, where it germinated, grew, and spread. The gradual, fortuitous way in which Catalyst developed might account in part for its success: Its growth occurred in response to the needs of the community. Nevertheless, a brief look at Catalyst's "growing season" might help other institutions cultivate their own theater-in-education programs with less dependence on trial and error. What follows is a short history of Catalyst Theatre's growth, including a look at the specific content of a few successful presentations in the company's repertoire.

The idea of "theater-in-education" was conceived during planning for a colloquium on racism as part of TSU's annual Ethics Forum. In the past, the Forum had included two keynote speakers, with group discussions following their formal presentations. The 1988 planners, a multiracial group of students, faculty, staff, and clergy, chose to vary the traditional format by omitting the keynote speakers and instead presenting several short, sometimes humorous, scenes. The scenes would illustrate how TSU's African-American students perceived life on campus — quick takes from a perspective Towson's "majority" students might not have had an opportunity to see or hear otherwise.

Each scene was about two minutes long and performed with minimal props: a few tables and chairs sufficed. In one, two black students walk through the Student Union looking at posters announcing entertainers and bands coming to campus, none of which interests them. Walking on, they enter the Black Students' Union office, delighted to be among people who share their tastes and concerns. Next, two white students walk through the Union, responding enthusiastically to the same notices that dismayed the black students. Passing the Black Students' Union office, they declare there ought to be a White Students' Union, as well.

In a second scene, a group of black students in the dining hall are surprised when a white student asks whether the empty seat at their table is available. Instead of joining them, however, the white student takes the empty chair to another table, where her white acquaintances are gathered. A third scene depicts a white teacher giving a black student an inflated grade on the grounds that "we try to do everything we can to help you people better yourselves."

Students performed ten such pieces at the Race Forum. In keeping with the traditional Ethics Forum format, participants then split up into ten-person discussion groups. Black students and staff, prompted by the dramatic portrayals, voiced similar experiences of their own. In one group, for instance, a black resident assistant recounted how other staff had come to check "if she was all right" when they saw several black males (her friends) visit her in the dorm.

The success of the "race plays" in promoting significant conversation led the planners of the Ethics Forums to use dramatic sketches again in 1989. The student performers developed additional scenes, including one in which a police officer interviewing two people at the site of an accident treats the black driver with less respect than the white driver and makes unfounded assumptions about which young man is the victim. They also included several pieces in which black students make invalid charges of racism. Again, taking a theatrical approach to problems of race proved highly effective in helping audiences identify and engage with the issues.

That same year, Brian Pearson, a senior majoring in writing and music, developed a mixed-media presentation about confronting a friend who abuses alcohol. Working with James Henschen, the alcohol education specialist on campus, Pearson depicted in song and dialogue a discussion among four students: a young woman fed up with her boyfriend's drunken behavior; a male friend who insists she is blowing the behavior out of proportion; another friend who encourages her to confront her boyfriend; and the boyfriend himself, who exhibits classic forms of denial. Entitled "You've Got Nothing to Lose," the play focuses on the young woman's struggle to confront the abuser.

The alcohol counselor first used the play at new student orientation to spark discussion about alcohol abuse. And again, discus-

Catalyst's approach is the opposite of simplistic "Just Say No!" solutions that tell students how to behave but not how to solve problems. In short, Catalyst provides tools for coping.

sions following the dramatic presentation were livelier and more fully participatory than those in previous years. The following semester, more than 800 students in health science classes watched the plays and talked to the actors in character.

Spreading the Word

In late 1989, TSU's two loosely associated student theater groups — the Race Forum players and Pearson's alcohol-abuse players — merged as a single entity and acquired a new name: Catalyst Theatre, the Theatre for Change. The company operated under the umbrella of the Campus Violence Prevention Center, a national organization housed and staffed by TSU.

The newly christened group initiated some experiments that soon became standard aspects of its presentations. It was Pearson who implemented the idea of having the troupe stay in character following a performance for an audience question-and-answer period. This interaction between audience and players proved such an effective stimulus for discussion that it has become one of Catalyst's most distinguishing features.

Demand for Catalyst presentations grew, leading the group in two new directions: First, members "took the show on the road," traveling to several East Coast colleges, local schools, Maryland-area drug and alcohol conferences, and SADD (Students Against Driving Drunk) group meetings. The troupe expanded its repertoire to include performances on the issues of most concern to these special audiences, such as a piece for a high school dealing with ill will between black and Jewish students.

Second, in response to demand for performances, Catalyst created two professionally produced videotapes: "You've Got Nothing to Lose" and "TSU's People Are People," the latter incorporating the best of the race scenes. Of course, only live shows permit Catalyst players to interact with the audience. However, the videotapes have proved a popular alternative for campuses too distant for live shows to be practical. A third videotape, "Coming Out 101," has recently been completed to open for discussion the often neglected issue of homosexuality on campus.

Meanwhile, Catalyst's appearances at TSU's student orientations generated interest in the group and ultimately added to the pool of players, enabling it to perform more frequently and expand its repertoire. Student actors were no longer hired, as they had been at the start; instead, they were recruited as volunteers from among the student workers at summer orientation. A few had had some theater experience, but most were enthusiastic amateurs who learned by doing, which seemed to increase the audience's willingness to identify with the characters.

To date, several dozen Catalyst performances have taken place during TSU's orientation events. Students have developed new scripts to depict a range of campus issues: judicial problems, violence in the dorms, and a variety of sexual issues, in addition to the performances focused on racial tensions and alcohol abuse. As the number of scripts has increased, so has their multivalence: Most recent scripts avoid single solutions to problems, and many show the interrelation between problems such as alcohol abuse, sexual and domestic violence, and intolerance of differences.

The painfulness of the issues and their need for resolution are always treated seriously. However, humor continues to be an important tool in many of the plays, often defusing potential audience hostility and eliciting banter between audience and players. One instance is a scene that includes a black student berating her white roommate (in very colorful language) for continually bringing her boyfriend to spend the night in their dorm room. This seemingly nonracial dispute swiftly takes on unpleasant racial overtones. During the question period after one of the scene's first performances, a young woman in the audience indignantly joined the dispute — "Haven't you and your boyfriend ever heard of the Holiday Inn?" — bringing the discussion back to the original issue.

Often the laughs come from rueful doubletakes. A case in point is a play concerning homophobia in which a "straight" man — upset that his gay roommate has his arm around his lover while they watch TV in the dorm room — declares in richly self-righteous tones, "I told you you could be gay, right? But not IN HERE!" This line always gets a guffaw plus a visible start of recognition, as many audience members appear to hear their own voices in the dialogue.

As "The Theatre of Change," Catalyst's history of internal change is appropriate, even essential. However, the inevitable loss (through graduation) of the troupe's student directors — who not only shape Catalyst's mission but see to its logistics — presented a more serious threat to the group's continuity. Fortu-

It was Pearson who implemented the idea of having the troupe stay in character following a performance for an audience question-and-answer period. This interaction between audience and players proved such an effective stimulus for discussion that it has become one of Catalyst's most distinguishing features.

nately, the problem has been resolved. Catalyst donates the proceeds from its off-campus performances to TSU's theater department to underwrite the salary of part-time faculty member Harvey Doster, who now offers "Catalyst Theatre" as a three-credit course. Doster, an experienced director of social issues theater, was also assigned the part-time job of artistic director for the troupe. The Campus Violence Prevention Center, which oversees Catalyst Theatre jointly with the theater department, hired Ph.D. candidate Robyn Quick as managing director.

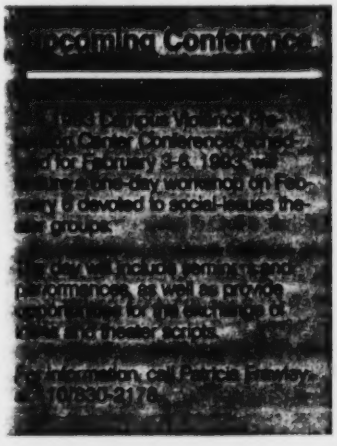
New students at TSU receive information about the Catalyst Theatre course at orientation, as well as through other campus communications. The course, limited to sixteen students, fills to capacity. Each student must take part in a certain number of performances on campus. (Students are paid a small stipend for off-campus performances.) Each student must also write an original script for the troupe.

Powerful Images

Several of these student-authored scripts have been performed on campus. One play sketches a friendship between two female students, one black and one white, which is gradually eroded by the racism each woman's "same-race" friends exhibit in black-only or white-only circumstances. Another depicts a pair of fraternity brothers who wake from a drunken sleep to realize they had a sexual encounter with each other during the night; one man wants to talk about it and the other, initially insisting that "it never happened," cares only that the rest of the brothers never find out. This particular play was later presented at the Campus Violence Prevention Center's Sixth Annual National Conference on Campus Violence; the audience questioned the actors in character for a full hour afterward.

Another sketch addresses the issue of acquaintance rape, with the main focus being the views of the victim and her friends on whether or not to report the incident to campus police. At the end of the scene, the audience sees one of the victim's male friends lift his phone to dial the police; he has decided to report the incident "for her." This play brought lengthy and vehement response when it was performed at the Pennsylvania Peer Helpers Conference in March 1992.

One of the troupe's most dramatic pieces spotlights a closed casket. A dead young woman's drunk-driver boyfriend, her father, and her college roommate all come to pay last respects — as does the victim herself, in spirit, during the last scene. While most audiences remain unflinching during the thoroughly uncensored language and graphically depicted preceding scenes, there are no dry eyes by the end of this last performance.



Precisely because of the intensity of the audience's reactions to Catalyst pieces, directors Doster and Quick act as moderators/facilitators to help the students respond. They also suggest that counselors attend high school performances and are careful to ascertain beforehand what host schools really expect from performances. (Some schools, especially in large public systems, do not want controversy.) In several instances, trained specialists (a psychologist, a psychiatrist, or a drug/alcohol counselor) have appeared on the same bill with Catalyst offerings. If host schools and colleges so desire, the strong language of many of the plays is toned down.

The entire genre of theater-in-education has opened the way for meaningful discussions about complex social issues through thought-provoking presentations. For many, seeing is believing, or at least a door into a believable world where difficult situations can be considered safely.

This language — i.e., the everyday language of students, as they themselves hear and speak it — is arguably the primary reason why young audiences so willingly suspend their disbelief and enter into the scenarios Catalyst shows them. "After about two minutes I knew I wasn't at a teen summer-camp show," remarked one incoming freshman during a Catalyst orientation presentation.

But there are many reasons other than the linguistic ones for Catalyst's success. The entire genre of theater-in-education has opened the way for meaningful discussions about complex social issues through thought-provoking presentations. For many, seeing is believing, or at least a door into a believable world where difficult situations can be considered safely. Complex presentations illustrate that there is seldom one "right" way to solve a problem, and audiences are encouraged to suggest solutions. Most important, through art we are able to see ourselves more objectively and confront the biases and distortions we all carry. ■

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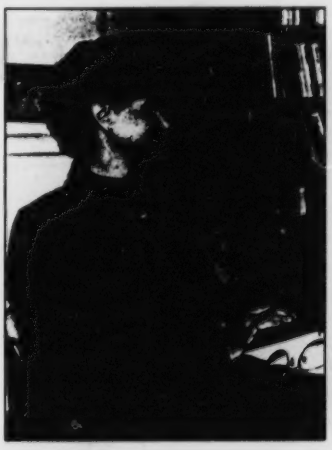
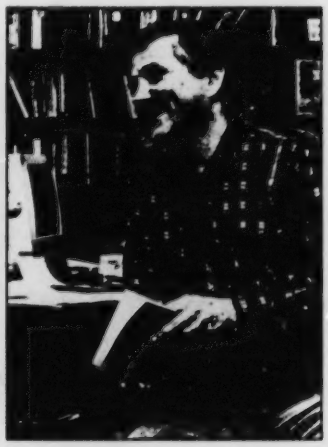
AAHE'S ASSESSMENT FORUM CHANGES HANDS

an interview with Karl Schilling

by Barbara Wright

In September, Karl Schilling took over as director of AAHE's Assessment Forum, replacing Barbara Wright, who returned to faculty responsibilities at the University of Connecticut. Schilling currently is associate dean and assistant professor of interdisciplinary studies in the Western College Program at Miami University (Ohio). He has presented at all but one of AAHE's Assessment Conferences, chaired the Assessment Council at his university, and ran a three-year FIPSE project to assess two different approaches to liberal education, among other assessment activities.





Like his predecessor, and founding director Pat Hutchings before her, Schilling will spend the next several years at AAHE managing the annual Assessment Conference, producing assessment publications, and speaking around the country.

Schilling has a doctorate in clinical psychology from the University of Florida and was a faculty member at Earlham College during 1975-1978. Besides his work in assessment, his interests include the development of community on college campuses, intellectual and personal development during the college years, gender studies, residential colleges, and interdisciplinary teaching. An avid performer, he sings and performs with amateur choral and theater groups ("and I never turn down an invitation to see a theatrical performance").

In late summer, Karl Schilling and Barbara Wright joined up for this mutual interview. —Eds.

WRIGHT: Karl, when I arrived at the Assessment Forum, I knew a lot about my campus project and something about assessment nationally. But at the Forum, I discovered how much bigger and more intellectually vital assessment was than I had imagined. I think a lot of newcomers to assessment have that experience.

SCHILLING: Certainly that has been true for me. Having been involved in a number of different projects in graduate school at the University of Florida and then at Earlham College and Miami University, my appreciation for the complexity of assessment work and the intellectual challenge of seeking to understand the impact of the college experience on students has grown enormously.

In my work I've tried to stay

centered on the question of what makes for a powerful educational environment — and I keep rediscovering that this question has to be broken down into smaller questions: Who are the students involved? What is the particular curriculum trying to achieve? Why are faculty using a particular approach in their classroom interaction with students? However, reminding myself about what initially led me into this enterprise helps keep me going through the times when the roadblocks and uncertainties about the utility of the work loom large. What do we want to happen to students in our institutions? What are we doing that has an impact? These are all rather large and messy questions.

WRIGHT: So how have you tried to address these questions in your own setting?

SCHILLING: Several projects in graduate school and earlier in my professional career led to a 1987 FIPSE-funded project at Miami in which I looked at two models of liberal education — one an interdisciplinary core, the other a discipline-based distribution — to see which was more effective. The results weren't as meaningful as I had hoped, but what did become clear to me was this: None of the traditional standardized instruments designed to measure liberal arts skills could show the results we were after. It was like repairing your watch with a sledgehammer. The tools were too gross. The only way I was able to pick up the subtler differences between students exposed to the two approaches was with interviews, values scales, the College Student Experiences Questionnaire, or Sandy Astin's CIRP, that kind of thing. Using *those*, you could see dramatic differences.

WRIGHT: Like what?

SCHILLING: Well, students in the discipline-based curriculum tended to be more ticket-oriented. They tended to have an instrumental approach to education — not much sense of knowledge for knowledge's sake. The students in the interdisciplinary program, on the other hand, saw education as a process in which they actively created knowledge. Their orientation was more theoretical.

"To do assessment, you have to enjoy the challenge the mess offers, and realize that out of it comes a more complex representation of the reality you want to capture. Assessment questions are multifaceted, so it doesn't make sense to expect simple answers."

That project, I think, mirrors the way assessment is evolving — casting broader nets that look not only in the classroom but also at the range of student interactions outside the classroom using increasingly refined approaches. We're using more qualitative materials to supplement traditional standardized testing in an attempt to expand the complexity of our approach to these questions. I think we are getting more sophisticated; I have to laugh a little at the naivete and even hubris of that FIPSE proposal.

This summer, as part of Miami's plan for implementing a new liberal education program, I was asked to work with a committee to design an assessment to accompany the new program. Ever ambitious, we set out to establish baseline data for both classroom and out-of-classroom student experiences, using a wide range of approaches. One example of those approaches is "the beeper study" — we had students wear beepers and buzzed them at random times asking them to tell us very concretely what they were doing that moment. The point was to capture not just class time but how students spent out-of-class time, as well.

Miami was also part of the Exxon project to examine the possible use of portfolios to assess general-education curricula — not just individual courses, but the curriculum as a whole. From that experience, we initiated a project in which virtually everything students produce for classes is placed in portfolios — papers, projects, tests, even homework. We wanted to find out what *kinds* of tasks instructors gave students and about the overall *balance* of different kinds of work.

WRIGHT: I see a lot of fascination with unconventional, more qualitative approaches like yours, but then folks get nervous about issues like reliability and validity....

SCHILLING: Meaningful assessment is not simple, clean science; it's messy. To do assessment, you have to enjoy the challenge the mess offers, and realize that out of it comes a more complex representation of the reality you want to capture. Assessment questions are multifaceted, so it doesn't make sense to expect simple answers.

However, reliability and validity concerns can't be dismissed. Too often, the questions related to these issues arise from a very literal and narrow perspective informed by an introductory social science statistics lecture from twenty years ago. Contemporary social science work has given greater credence to qualitative, nonobjectified research. More useful notions of reliability and validity have emerged that go beyond the simpler, earlier conceptions of these terms, and we shouldn't be paralyzed by narrow interpretation of them.

Ironically, when I gave my colleagues feedback in the form of numbers, from the ACT Comp or Academic Profile, for instance, it never made much difference in terms of their thinking about the curriculum, whereas with portfolios and qualitative approaches, you have a story to tell. The story has a point, with implications for the curriculum that become inescapable. Then people have to sit together and talk about it. At first that seems scary, because at issue here is our teaching, a very private activity. When faculty started reading the portfolios, they saw the rich-

ness; they also saw that students are in a *curriculum*, not just a class, and "my students" became "our students." And that relieves a lot of anxiety. We can look candidly at a group of students, celebrate what we're doing well, and then, without a lot of breast-beating, say, okay, this is what we all need to work on.

WRIGHT: How about sharing this assessment data with "outside" audiences?

SCHILLING: It proved easy for us to share these materials, not just among ourselves but with parents and students, too. For one thing, now we *have* something to share! At orientation, parents used to ask us questions like, "What will the workload be?" "How much work will our kids be expected to do, and what kind?" We didn't know the answers to these simple questions, and it was embarrassing.

Now we have a much better idea of what's happening. So this summer we started to talk about the results with students and parents at orientation. We converted the portfolios into short stories about four mythical students and shared student quotes about the experience of the first year. Data from the beeper study was used to talk about how students use their time, cycles that students tend to go through, and what parents might do to be supportive at various points. The students' voices were compelling, and the presentation was very well received by parents. In fact, a number of them actually volunteered to help us read the next set of reports.

"When faculty started reading the portfolios, they saw the richness; they also saw that students are in a *curriculum*, not just a class, and 'my students' became 'our students.' And that relieves a lot of anxiety."

WRIGHT: Certainly, when I was leading the project at UConn to assess general education, it was the more nontraditional, risk-taking, open-ended assessment activities that people struggled with the most — first just to accept the idea, and then to develop the activities. The more creative exercises cost the most effort, but they also carried the biggest payoff. Faculty got a lot of ideas for their curriculum and instruction, and students found the activities more engaging and educational.

We asked students, at the end of each activity, to answer a simple, open-ended question: "In a word or two, what was it like to take this test?" I spent hours sitting on the floor in a stuffy storage room reading the responses — they were that compelling.

SCHILLING: Yes, however, the issue is how to avoid the danger of giving too much credence to the strong complaint or anecdote, how not to overgeneralize. My answer is to look for redundancy. If you get an interesting insight from one approach, ask students to confirm your impressions. For example, if you care about students learning that there are different points of view on an issue, you *ask* students if indeed they're getting exposed to different points of view in the classroom.

ABOUT THE FORUM

WRIGHT: Karl, it sounds as though you've been having a wonderful time at Miami. What do you hope to accomplish at AAHE?

SCHILLING: As director, I'd like to bring a little playfulness to assessment, to realize its potential for affirmation of what we do as faculty members. I'd like to see us engage in it with joy and excitement, to take risks and have fun, and not be too somber about the whole thing. To remember that good assessment always has at its heart intellectual curiosity.

Higher education is a little demoralized just now, but assessment is one of our bright lights. It provides a lot to celebrate; it provides information to help shape a vision. We're not all Harvard, and thank goodness for it. Higher education in the United States includes a vast array of different kinds of institutions, serving very diverse students; assessment helps *all* of us to understand better who we are, to refine our institutional identity and see more clearly what we're doing well, as well as what we need to work on.

Begin Thinking Now About the 1993 Assessment Conference

The Eighth AAHE Conference on Assessment will be held in Chicago, June 6-12, 1993. Proposals for sessions, workshops, poster presentations; suggestions for keynote speakers; important topics to be addressed; and other ideas related to the conference are most welcome. Conference planning has started, so please send your ideas now.

The 1993 conference will give special emphasis to sessions that share results and their uses for improvement — i.e., what we're learning about student learning. We are still thinking about other topics and are open to a wide range of proposals; we are particularly interested in sessions that break the standard presentation mold and allow for audience interaction.

Send ideas to:
Karl Schilling
Director, AAHE Assessment Forum
One Dupont Circle, Suite 360
Washington, DC 20036-1110
ph. 202/293-6440, fax 202/293-0073
Bitnet: AAHEBDW@GWUVM

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WRIGHT: And it's important for *us* to define that vision, or risk having one imposed on us, don't you think? For example, the National Education Goals Panel, in a recent report on Goal Five, the one that has the most direct relevance to higher education, seems to be swinging back to standardized testing for purposes of accountability. And that's despite the recommendations of numerous education experts, despite all the experience of the assessment community over the last seven-plus years about the inadequacies of traditional testing and the pointlessness of demanding "accountability" if it's going to work at cross purposes with educational improvement.

Part of the allure of tests, I think, is cost. They're not cheap, but they *appear*, at least, to be cheaper than doing it right — with multiple measures, looking at complex activities, for complex outcomes. How *can* we do quality assessment inexpensively, since the money isn't there?

SCHILLING: I think the record shows you often get the best and most economical feedback not from standardized testing, which can be somewhat expensive, but from locally developed approaches. The AAHE Assessment Forum — including people such as Ted Marchese and Pat Hutchings, and you — has really widened our horizons about the value of doing just that. If we view assessment as providing a foundation for our work in building a stronger curriculum, we must not be satisfied with "cheap" approaches instead of the best current practices.

WRIGHT: But I also know from experience that developing your own approaches is labor-intensive and time-consuming. How can we ask stressed-out faculty, who are already teaching heavier loads and making do with less support, to take on even more?

SCHILLING: We need to rethink teaching assignments and workloads. We know that assessment can't work as an add-on — it has to become part of our normal order of business. But often complaints about the extra work are really expressions of resistance or fear. There are ways to do it,

"Assessment helps *all* of us understand better who we are, to refine our institutional identity and to see more clearly what we're doing well, as well as what we need to work on."

but "ya gotta wanna," as the saying goes. Some techniques are extremely simple and don't take a lot of time or money.

Say you recruit fifty faculty members and you ask each one to spend an hour interviewing just one student; that's information from fifty students right there. Then you ask them to write up their notes; so the individual faculty member's total investment is a couple of hours. Then you have a graduate student compile this information, and you distribute it to faculty. Simple. And likely to provoke a lot of conversation.

Beyond such informal distribution, there need to be more public outlets or publications on assessment in which we talk openly about our results. We need to tell the numbers, spend time reading one another's stuff, trade information and training, and give one another feedback. It's like two people working up to ask each other to dance. We need to put our fears aside, become more open about the actual results, learn from and with one another, and, yes, present to wider publics. That's the direction we're moving in at Miami. We're thinking about inviting state legislators to hear the kind of presentations we've made to parents. We *need* to give people like that information — it'll be much better than they expect. The Assessment Forum might take the lead here.

WRIGHT: What a great idea! It sounds to me like this is a way that the assessment community could preempt some dubious national- or state-level efforts with our own, better ideas. Do you have any other thoughts on the Forum, or its conference?

SCHILLING: At the first Assessment Conference, in 1985, the one cosponsored by NIE and AAHE, everyone got a set of commissioned papers. I don't know about you, but if I hear a talk, it's hard for me to ask good questions or have an authentic response right on the spot. I'd like to get more papers out in advance, then have more discussion at the conference. And the conference could have more of a consulting function.

WRIGHT: Meaning?

SCHILLING: Meaning that teams should be able to get support in thinking through what they're going to do when they get home. You did some of that, and I'd like to do more — maybe sessions where people work together on solving problems at different campuses. For example, let's say I want to know how to tell my dean that what she's doing is twelve years behind the times . . . I actually was in the room once when someone raised that problem . . . and another dean stood up and explained how. That kind of thing can be very valuable. We need structures for brainstorming and different formats for different learning styles. We need sustained dialogue for those who've been at assessment for a while and, at the same time, we want to bring the newcomers along.

WRIGHT: Yes. The conference attracts an increasingly bimodal audience: on the one hand, people who've been at it for years now, acquiring more and more sophistication as time goes by; and on the other, rank beginners just dipping their toe in the water. It's gotten increasingly difficult to do justice to the needs of both groups at the conference, and yet I resist the notion of segregating "novices" from "advanced practitioners." Novices can learn from old hands, obviously, but veterans can also be chal-

lenged by the questions of beginners.

SCHILLING: Exactly. You know, you asked me to lead the "Newcomers' Support Group" that met a couple of times at the conference, and I had a great time with that group. Newcomers ask those "But-the-emperor-has-no-clothes" questions, and it's fun for me when I get a question that disorients me. The disequilibrium means I'm going to learn. If we can make that happen at the conference, we provide a good experience for both old hands and newcomers.

ABOUT ASSESSMENT

WRIGHT: Karl, do you have a sense of the direction in which American higher education is moving, and where assessment fits in?

SCHILLING: I see the reform of liberal education of the last decade or so coming to fruition. Now we need to articulate what's been achieved through the reforms of the 1980s and consolidate our gains, and assessment has a central role to play. One of the major gains, I hope, is that we've gotten over the notion that there's a single right way to do liberal education, if we could only find it, and instead have learned to focus on student learning outcomes. The reform movement got the engine tuned up, so to speak, and now liberal education will need regular servicing to maintain that new vitality. Assessment is one way, maybe the best way, to accomplish that.

WRIGHT: I guess that's not quite the way I see it. From where I sat at AAHE and where I sit now, in a Northeastern state wracked by economic problems, I see much more radical restructuring ahead. I believe American higher education, like other major institutions — the economy, the health care system, social services, and so on — is in need of serious restructuring. I don't want to minimize the positive impact of the reforms of the 1980s, but at the same time, it seems to me a mistake to think our only task now is to keep the reforms humming and vital.

To be more precise, there's the *need* for, the *possibility* of, more radical change ahead. But there's also the chance that we *won't* make that choice. At a crossroads like that, there's always a temptation to go for the familiar and rationalize our choice by talking about what is "sound" and "proven." Or we can do the nervy, the risk-taking thing, and choose the new.

"We need to rethink teaching assignments and workloads. We know that assessment can't work as an add-on — it has to become part of our normal order of business. But often complaints about the extra work are really expressions of resistance or fear."

You can tell from the way I'm setting this up where my biases lie. I think we should be choosing the new, with all its scariness, and if there's anything that can comfort and strengthen us and keep us on the right track, it's assessment. I see the reforms of the 1980s as a dress rehearsal or a period of training for the more serious exertions to come; and assessment, as a means of creating habits of self-reflection and self-correction, is an essential tool in that process.

SCHILLING: The problem seems to me that we'd lost sight of our purposes and goals as educators, and were focusing too much on our own professional and scholarly advancement. Don't you think assessment and rumblings from state legislatures have gotten us to refocus on students and learning?

WRIGHT: Well, yes, but not exactly. It's not that we never had any educational goals or purposes, or that we lost them. What's happened, I think, is that our purposes and goals have slipped out of sync with what the rest of society wants and needs from us. In some ways we're far too firmly attached to old purposes and goals, and they've become dysfunctional. We need to back off a bit and take a fresh look.

The whole concept of academic work is shifting, from service to the discipline to service to humanity. There are folks who find that very upsetting because, they say, it compromises the integrity of research or the purity of the discipline. And in a way, they're right. The question is: What are the trade-offs, and what do we really need, at this point in human history?

SCHILLING: To get a little more concrete again, what do you see yourself doing in assessment now that you're back on campus. What will your role be?

WRIGHT: My role will be a tough one. Now I have to put my actions where my rhetoric has been for the last three years! I'd like to figure how to make assessment vital and productive on a campus that has a lot of other worries and could use the morale-boosting effects of assessment that you mentioned earlier. Connecticut has been hard-hit by the recession and by cuts in the defense budget, and now it's faced with the enormous task of economic conversion. People on state campuses are demoralized and distracted — understandably — by a lot of problems, but at the same time, higher education has a role to play in turning things around. The state is counting on higher education to help it; maybe assessment can help *us*.

SCHILLING: Well, I think you've pulled things together in very interesting ways at the Assessment Forum. The Forum has played a key role in keeping assessment from being captured by measurement mania and helping it to stay open and vital in ways that make a real difference on campuses. There are a lot of interesting impulses out there feeding into this new look at the educational process — impulses I hope to draw on over the next couple of years. ■

Bulletin Board

by Ted Marchese

Cardenas-Ramirez

Anrig

Sheridan

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news.

PEOPLE: The reorganization of British higher education has led to closure of one of its major coordinating bodies, the Committee on National Academic Awards, with CNAA exec **Richard Lewis** moving to Cardiff to direct the Open University of Wales . . . in Welsh, that's the "Y Brifysgol Agored yng Nghymru." . . . Best wishes to **Dan Angel,** new president of Stephen F. Austin State U (that's "Nacogdoches"). . . . Southwest Texas State U nabs ACE's **Blandina (Bambi) Cardenas-Ramirez** for its LBJ Institute for the Improvement of Teaching and Learning.

MORE: **Jill Tarule** (*Women's Ways of Knowing*) lured from Lesley to the deanship of Vermont's College of Education & Social Services. . . . **Paula Mayhew**, well regarded for her work on the Middle States staff, tapped as VPAA by Marymount Manhattan. . . . SIU chancellor (and long-time member) **Larry Pettit** assumes the presidency of Indiana U of Pennsylvania. . . . **LucyAnn Geiselman** inaugurated September 17th as Mount Vernon's eighth president. . . . **Roy Sullivan** takes a new post, "national dean of faculty," for the eleven North American campuses of the Devry Institute. . . . Blindsided by the late discovery of a 7% overrun in Metro State's budget, president **Tobin Barrozo** offers his resignation, quickly named as vice chancellor of the Minnesota State University System. . . . AAHE's Hispanic Caucus chooses ETS president **Greg Anrig** to deliver the Tomás Rivera Lecture at our National Conference next March.

THE HURRICANE: One of the less-noticed fallouts from Hurricane Andrew was the damage and often total loss of personal libraries and equipment, in homes and campus offices, suffered by hundreds of our academic colleagues in the greater Miami area. If you have professional friends at Miami, Miami-Dade, Florida International, Florida Memorial, etc., give them a call and see what they need that you might share.

WINNERS: For many years Wartburg VP **Richard Torgerson** was the admired academic dean at Bethany (KS) . . . for that service he'll now get a "Deans Award" from his peers at a November CIC meeting . . . just the third time in twenty years the award's been given. . . . Here's a great story: **Claire Jackson,** a classroom teacher of French at Newton South High School (MA) and an active leader in AAHE's school-college Academic Alliances project, just won a FIPSE grant for a New England-wide collaborative to advance foreign language education.

THAT'S POLITICS: Much of the earlier fuss about the National Education Goals seems to have abated for the moment, a casualty of election-year preoccupations. . . . There's talk in Congress about extending the Malcom Baldrige National Quality Award to education, this as a way of pushing TQM . . . not the least of the problems with the idea is that probably no college or university in the country is even close yet to meeting the Baldrige criteria (as the Baldrige office knows) . . . this hasn't prevented several states from rushing forward with their own versions of the award, though.

SAD NEWS: Many, many AAHE members were saddened to learn of the death last month of **Harriet Sheridan,** of cancer at 67. . . . Harriet made her reputation as a teacher at Carleton and undergraduate dean at Brown, and chaired the AAHE board in 1985-86. . . . Her care of thought, care for people, and dry wit made for great companionship.

SO I HEAR: A lot of campuses, especially in the South and Midwest, have put assessment back on the front burner this fall, after clear signals from their respective accrediting agencies that it's time to stop talking about the topic and show some results. . . . Three well-known colleges have told me privately in recent days that financially tight as things have now become (accelerated by a worsening financial aid picture), their out-year projections are absolutely scary. . . . With all the moaning (and crowing) over the *U.S. News* college rankings just dying down here, our Canadian colleagues are gearing up for the worst, as *McLean's* magazine readies its own rankings for release later this month. . . . Some business, these ratings . . . in Brazil the most-watched set of university ratings appears in *Playboy*. See you next month. ■

ANNOUNCING

New Member Benefit!
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Now there's *another* advantage to belonging to AAHE: member discounts on all AAHE publications. Effective immediately, AAHE is introducing 10 to 20 percent discounts for members when they order any of the titles in AAHE's Publications List.

For instance, *The Search Committee Handbook: A Guide to Recruiting Administrators*, by Theodore Marchese, has a list price of $8.95 for nonmembers, but is now only $7.50 for AAHE members. Frank Wilbur and Leo Lambert's *Linking America's Schools and Colleges: Guide to Partnerships & National Directory*, $24.95 for nonmembers, is now $22.50 for members. (Bulk discounts still apply.)

A revised Publications List is due out later this fall and will reflect the new member discount prices. Until then, feel free to call us here at AAHE if you have any questions about your order.

We hope you'll find this new benefit a valuable addition to your AAHE membership. ■

American Association for Higher Education

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B U L L E T I N

TQM at Penn

Translating Quality for the Academy

AAHE and CQI

ASSESSMENT CALL FOR PROPOSALS

AAHE NEWS

PUBLICATIONS LIST

BULLETIN BOARD
BY TED MARCHESE

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In this issue:

A year ago, in the November 1991 *AAHE Bulletin*, we brought you a first, full take on what then seemed a nascent movement in higher education, total quality management (TQM). The articles in that issue — by Dan Seymour and our own Ted Marchese — attempted to describe TQM itself and its early implementation on some two dozen campuses. No *Bulletin* in recent years has been so reprinted and widely passed around.

A year later, total quality is a movement in full bloom. Hundreds of colleges by now have done homework, instituted training, and deployed process-improvement teams; multimillion-dollar grants from IBM and NSF excite interest; Baldrige-like state quality awards pop up, a new one a week; this past summer, the *Chronicle* took notice with an article on the topic. AAHE, all the while, has been observing, collecting, networking, and thinking about the phenomenon, in ways we report on page 11.

Two topics that have drawn our attention are those of learning from the initial campus experiences with TQM (this to help others avoid false starts) and of developing appropriate ways to think and speak about TQM on campuses. It was the former concern that led us to the University of Pennsylvania and the interview with Marna Whittington, which begins on the next page; it was the latter that persuaded us of the usefulness of Robert Carothers's insights, which start on page 6.

—BP

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Assistant Editor: Gail N. Harrison

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TQM AT PENN

A Report on First Experiences

Ted Marchese interviews Penn's TQM champion, Marna C. Whittington

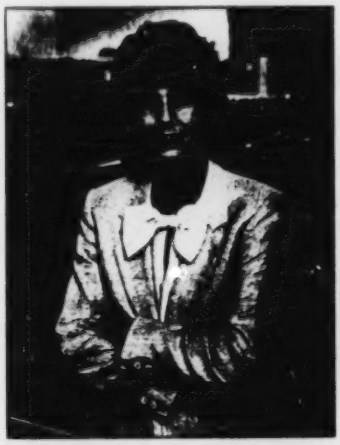
The University of Pennsylvania took up an interest in total quality management some three years ago and now has two full years of experience with TQM implementation. With all the interest in total quality today, it seemed right to speak with the senior person at Penn most associated with its effort, Executive Vice President Marna C. Whittington. In July, AAHE VP Ted Marchese caught up with Whittington after her plenary address at the third annual "Quality in Academe" symposium, hosted by Lehigh University.

Marna Whittington began her career in private industry, then held a series of posts in state government: deputy secretary of education in Pennsylvania, then secretary of administrative services and secretary of finance in Delaware. She began at Penn in 1982. This past September 30th, Whittington left Penn for a senior post with Miller, Anderson & Sherrerd, a Pennsylvania money management firm serving higher education. —*Eds.*

MARCHESE: Marna, my first interest is in *why* a university turns to TQM. Penn, after all, has had quite a run of recent successes.

WHITTINGTON: Through most of the 1980s, Penn's trend lines all looked up: enrollments, research, fund raising, all revenue streams rising in real terms. I think we, like many institutions, developed an expectation of expansion. Two years ago, though, the changing economy began to catch up with us. The growth rate of all our major revenue streams flattened; there were great pressures to hold down tuition increases and indirect costs; infrastructure costs and health benefits were up sharply. Competition — for students, faculty, staff, research funds — intensified. Our new revenues were not available for new investment but instead were required to maintain our enlarged infrastructure.

MARCHESE: You debated what to do. . . .



WHITTINGTON: Oh, yes. Eventually we concluded two things. One, we'd have to do more with less. Two, our people had to be more productive.

MARCHESE: Still, that doesn't make TQM inevitable.

WHITTINGTON: No, but it was more than apparent, even two years ago, that nothing less than a quality revolution is abroad in the world, one that's sending powerful, new expectations our way, and that quality-management ideas had transformed companies such as Motorola and Kodak in ways highly relevant to us. We, too, had escalating costs, unhappy customers, sloppy services, and so on, so TQM looked like a candidate for managing our affairs better.

MARCHESE: The goals, then, were doing more with less and helping people be more productive.

WHITTINGTON: Simple to state, but not so simple to do! Even within TQM itself, there's no magic formula, no single, sure way to start. We invited the Juran Institute to give us an overview. We went to hear Dr. Deming and read *Out of the Crisis*. We talked with Dr. Paul Kleindorfer, our own quality guru from Wharton. From GOAL/QPC we learned about Hoshin Planning, from IBM about how to re-engineer business processes.

At some point, two falls ago, we decided just to *do* it and learn from our own experience. We

trained and set to work four teams on problems we had selected . . . three of the teams got results, one faltered, all of which taught us a lot. Now we have twenty teams going. Believe me, Ted, it's not rocket science. It's one step forward, one back, but you keep learning and move ahead.

MARCHESE: Marna, talk about that first set of teams — What were they about? How did they work?

WHITTINGTON: Following the recommendations of the Juran people, we set up a quality council consisting of very senior people who meet regularly. They set criteria for a first set of projects: Each had to be of a manageable size; the problem needed to have campus-wide visibility and impact; project success should save the university money. Problems would be attacked by specially trained teams consisting of people from different offices responsible for the work at issue.

MARCHESE: Here we could use an example.

WHITTINGTON: One of our first teams looked at the recovery of research funds from external sources; we sensed we had problems in the billing process. Between the time a faculty member gets research funding from an external agency and the time a bill actually goes out, lots of missteps can occur as the papers travel through an array of offices. Indeed, when the team, using TQM tools, charted out the process, it found more than 1,100 accounts with negative cash balances, that the system was generating only 70 percent of the potential monthly invoices, and that the bills we sent to sponsors were not clear about the amounts owed, when to pay, and whom to pay. When the project team got to the bottom of things, it found $1.7 million that hadn't been billed properly but could be collected almost right away — an eye-catching sum that made people think there must be something to this TQM.

Another project team worked on trash collection, not a glamorous topic but a costly one, what with tipping fees approaching $100 a dumpster, new charges for trash disposal in the city dump, expanded recycling programs, and so on. Using TQM tools, the team figured out how to do "just in time" emptying of dumpsters, saving the university $150,000 a year. This is a saving each and every year, and that saving will only escalate as our costs for trash removal increase.

MARCHESE: Your evaluation of the experience is quite favorable.

WHITTINGTON: It's not just the money, though that's important; the dozens of people who eventually took part felt pride in having accomplished something useful for their university. They told us that the TQM structure, methodology, and tools helped them identify the sources of problems much more easily than they might have otherwise. Progress came rapidly once people understood that the idea is not to fix blame but to look for the root causes of problems, which are usually in the system.

MARCHESE: "Once people understood" sounds deceptively easy. You must have had a selling job to do up front.

WHITTINGTON: The thing that sold total quality for us was the experience of doing it. We did just-in-time training, got people on teams and let them run with it, and it was contagious. People who had been in their position for twenty years were suddenly hearing other people question the quality of what they did, but the process seemed to melt away defensiveness and walls . . . it created a whole new set of cross-unit relationships that never existed here before.

MARCHESE: These cross-unit links are essential to the way TQM wants to attack problems.

WHITTINGTON: It sounds banal to say that, but in a university it's practically a revolution. In academic organizations, there are walls everywhere — between one discipline and another, between faculty and administration, finance behind the accountant's wall and human resources behind the personnel administrator's. We get so enamored of our own tasks and colleagues that we forget the needs of the customers we're in business to serve, we *dis*able our ability to work together toward the common good.

MARCHESE: Once the walls start to go, the ground rules for managers shift, too.

WHITTINGTON: In a big way. In effect, TQM wants to turn the organizational pyramid upside down, with the people on the firing line who deliver the actual services to customers seen as the most important, and with managers serving as supporters, not directors, of the critical service activities. This is different from the POSDCORB role they used to teach in Management 101 — Planning, Organizing, Staffing, Directing, Coordinating . . . I can't remember the next O! . . . Reviewing, and Budgeting. Now it's more like CLEERS — Celebrating, Listening, Encouraging, Educating, Rewarding, and Supporting. Most managers aren't used to thinking this way.

MARCHESE: Were you?

WHITTINGTON: My staff could probably give you a more honest answer on that than I could! Let me try to answer this way: My style has always been that we run a collective organization, where everybody's responsible for the total set of outcomes, which we review four times a year. At Penn, we're in the Franklin Building; I keep telling my managers that the Franklin Building is only as strong as our weakest link, so we've got to watch out for one another and make sure we all succeed. That's part of the mindset. We've developed almost a tradition of putting together teams across units. We all try to make decisions based on data — this is crucial in TQM — as opposed to reacting to emotion or anecdotes. We really do try to "walk the talk," but we often catch ourselves being less than perfect.

MARCHESE: How so?

WHITTINGTON: The easiest trap to fall into is to let your customer focus slip. You've just got to build in time to know your customers,

what they need in order to succeed, what they think of your services . . . find out who evaluates your performance and ask them how they do so. Then set out to do better.

MARCHESE: How do you know if you're succeeding?

WHITTINGTON: For one, your customers will tell you — if you're asking and listening. I consider that to be the key qualitative measure. For another, you are permitted to survive. Quantitatively, and less dramatic, our goal for administrative support services is continuously to shift resources from the administrative side to the academic. We also keep more-particular measures of our effectiveness, like error rates and cycle transaction times.

MARCHESE: These new effectiveness measures, how do they relate to your existing management information systems?

WHITTINGTON: Mostly they don't. Our information architecture is basically organized around the old way of doing things . . . in a few cases, I think we've automated vertical, tightly boxed processes that were inefficient or ineffective to begin with. Now that we're trying to re-engineer administrative processes, to restructure around the actual flow of work, our need is to rebuild information systems so they support the monitoring and improving of quality.

How do you do that? I'm not sure we know. Earlier this summer I launched a team to develop principles for next-phase information systems that match our rethinking of processes. I'm eager to follow their work.

MARCHESE: Your mention of the academic side reminds me of debate about where one should start or focus a TQM effort in universities. At Michigan, the ambition is to start on the academic side. . . . Professor Harry Roberts of Chicago finds much more faculty receptivity than administrative. . . .

WHITTINGTON: Well, we never quite had that debate at Penn. I was among the first interested here and had to start where I had some influence. I figured that if we made some headway within the administration, our academic colleagues don't miss much and would soon come along. In fact, the business school, Wharton, was more than ready to come along and has pilot teams at work, with our people as facilitators. The engineering school is committed to follow.

"We know where we want to move this institution over the next five years, so there's a right context and direction for the TQM effort. Vision comes first; TQM won't provide it; the vision directs what choices you make within a TQM effort."

MARCHESE: What about arts and sciences and your other schools?

WHITTINGTON: Our work has permeated the schools in different ways. We've had sessions for their deans. We've had most of the associate deans for administration on a team already, and they want to try the approach now on problems in their own schools. We've looked for projects that would bring visible benefits to faculty.

MARCHESE: Can you give me an example?

WHITTINGTON: We went out and talked with faculty — another of our customers — and asked, "What would make the classrooms more hospitable for you?" The answer was, "There are never clean erasers or enough chalk." So the physical plant crews are putting up chalk and eraser caddies in each classroom, with a week's supply always on hand. In fact, we actually designed the caddies ourselves.

MARCHESE: This, I believe, faculty will notice.

WHITTINGTON: And our new standards for cleanliness. In fact, the physical plant team has developed cleaning measurements. When we started, we were 40 percent clean. Now we're 80 percent clean.

MARCHESE: Marna, you told me before the interview that you started with your own people because you thought administrators would be more forgiving of the wasted time and dead ends. Tell me about both of these two matters . . . first, the factor of time.

WHITTINGTON: TQM envisions saving time by simplifying tasks and eliminating rework . . . but that's down the road. Meanwhile, there are all the hours devoted to training, team meetings, etc., on top of present work. I tell my people, "Some of that day-to-day work simply has to fall off the table, you won't get it done, relax a bit about it." It's also important, I learned, with people a bit overwhelmed by the new process and feeling that they have to show "success," for managers to convey a fuller sense of the importance of this process to Penn, plus the sense that each person is participating in an experiment, they aren't being judged on the outcomes.

MARCHESE: How about the matter of "dead ends"?

WHITTINGTON: We hit at least one: our infatuation with a TQM offshoot called Hoshin, or "breakthrough," planning . . . the trainer who taught it to us was so appealing, the idea seemed so neat, but it wound up totally confusing our managers. What it was making us do, with different forms and language, was go back over much of the same ground our own planning had taken us — so where did that leave what we had decided before? When we saw what we were doing, the planning overload, we stopped the Hoshin and affirmed the original plan.

MARCHESE: Planning has been a strength at Penn.

WHITTINGTON: I'm glad you brought that up, Ted, because planning itself is an important precondition for TQM. It was vitally important for us to start with a strategic vision, a game plan that everybody has bought

(continued on page 14)

TRIPPINGLY ON THE TONGUE

TRANSLATING QUALITY FOR THE ACADEMY

by Robert L. Carothers

Robert L. Carothers is the president of the University of Rhode Island, Carlotti Administration Building, Kingston, RI 02881-0806.

Much of the criticism we hear on campuses of the quality movement and its applicability to higher education focuses on a mismatch of cultures, the inappropriateness of transplanting a set of practices designed on the shop floor to the halls of academe. Much of this debate, as you'd expect, revolves around language — around the specialized vocabulary of Deming and Crosby and Juran and now of the hundreds of quality consultants doing campus workshops, jargon heard in sessions at nearly every national higher education conference this year.

But even if the language of TQM can seem threatening to those of us who live our lives in the academy, the philosophy of quality is not an alien presence in our academic culture. In fact, the quality movement itself can learn a great deal from the way we do things on campuses. But we have things to learn from TQM, as well; to learn those lessons, however, we have to be open to its messages and do the hard work of translating that language, so that strange words don't stand in the way of meaningful change.

Quality on Campus

Of all the products and services America offers in the international marketplace, none is more desired than an American college education, certainly an American graduate degree. So if the "response of the marketplace over time" is the test of quality, it is hard to dispute that American higher education has been and continues to be what TQM calls a "benchmark" for the rest of the world.

Some of my colleagues in business find laughable my assertion that they should visit campuses to study quality in action. They doubt they could learn much of value about quality processes from studying how universities do business: They regard our structures and processes as essentially unchanged since Heidelberg and the fifteenth century.

Universities, they say, are the least efficient and most disorganized institutions in our society, chaotic collections of eccentric people held together by a common grievance about parking. Aren't the faculty essentially a loose collection of prima donnas, characterized by large egos, quarrelsome and myopic, trained to challenge authority, whether scientific or scholarly or political, and just generally impossible to manage? Isn't the definition of a professor "one who won't take *yes* for an answer"?

They know, too, that universities are intensely political institutions. Woodrow Wilson is said to have remarked that he learned the art of politics on the faculty at Princeton and later went to Washington to practice among the amateurs.

Yes, let's agree that universities

are difficult organizations to manage in the conventional sense, with management practices that rely on authority and power. On a campus, authority and power — those traditional mainstays of corporate culture — are, as any university president will tell you, purely illusory. I'm told that Charles William Eliot once made a remark at Harvard regarding "his" faculty. In the morning, he found a delegation of professors at his office door to remind him that the president of Harvard does not have a faculty; rather, the faculty of Harvard has a president. It is a lesson I try to remember.

But colleges and universities offer important lessons about what it will mean to lead and manage in the new knowledge era — an era in which free inquiry, creativity, and the entrepreneurial spirit are much more important to America than ever before, and in which concepts of authority and power are swiftly being supplanted by networks and influence.

Authority, the assumed right to give commands, does not ensure that the commands will be carried out. In fact, a leader must rely on either power or influence to assure that his or her decisions are implemented. Power, as I want to define it here, is the ability to cause change; but, at least for most of us, the word connotes force or intimidation. Leading though influence, on the other hand, requires us to invoke the classic Aristotelian definition of leadership, which includes *ethos*, understanding and the moral character to persuade; *pathos*, the ability to excite the emotions; and *logos*, the intellectual ability to give people logical reasons for a given course of action.

So a university, like most emerging and successful enterprises, is not a hierarchy — no matter what it says on the chart of organization. Rather, a university is a pluralistic enterprise, with multiple centers of influence and interest held together by a shared vision and by shared values. Despite its seeming chaos, a university is a purposeful community, and it employs powerful symbols to bind that community together. The academic regalia at commencement, for example, remind us of our common and ancient heritage; our passionate protests of fidelity to alma mater on sunny Saturday afternoons in autumn express a loyalty enjoyed by no enterprise this side of the Pacific.

I have come to believe that introducing lessons learned in the TQM movement to the academy is not to bring an alien presence into our culture. Rather, it is to give form and clarity to values that are already very much a part of our community.

In its operation, a university is highly reliant on the individual talents and motivation of its faculty, who must take independent actions that at the same time are consistent with the unifying vision of the organization as a whole. The university places great emphasis on the continuing development of its employees and supports professional development through devices such as sabbatical leaves and individually directed research at a level unheard of in most enterprises.

In short, an American college or university is centered on a vision; its culture is rich with values that shape behavior largely without coercion; its employees, particularly the faculty, are empowered people, independent actors whose activities generally advance the institutional mission. The organization invests heavily in developing these empowered employees, and it recognizes and rewards those who advance that mission and vision.

Now, at least to me, these sound like many of the characteristics of a "total quality organization," which is why I have come to believe that introducing lessons learned in the TQM movement to the academy is not to bring an alien presence into our culture. Rather, it is to give form and clarity to values that are already very much a part of our community.

A Language of Our Own

Among our faculties, particularly those in the liberal arts, TQM (or CQI, "continuous quality improvement") is most often understood, if at all, as a response to fierce competitive pressures, chiefly from the Japanese in the manufacturing sector. Often they know as well that the tools of TQM include sophisticated methods of quantitative analysis. But today, TQM is not restricted to manufacturing, or even to business. It is spreading rapidly through all fields of enterprise, to the service sector, to government, to health care, and now to education.

TQM is spreading so rapidly and being so well received, not just because it increases efficiency and productivity in difficult times, but also because it incorporates a philosophy about work, people, and relationships built around humane values and shared vision. It is a philosophy that helps fulfill a need that so many Americans feel so strongly, on campuses as elsewhere, for a clearer sense of purpose in our work.

That sense of purpose, I believe, is the reason TQM has enlisted disciples whose commitment to the philosophy is downright evangelical. But that very evangelism often triggers the finely honed skepticism of our faculties, trained as they are to test ideas in a crucible of doubt. Their antennae up, faculty members encounter in TQM the words of commerce and the marketplace. While much of TQM's conceptual base might be consistent with academic culture, its language seems foreign, at least at first

blush; it reflects a world many faculty hoped to escape by choosing the academic life.

Faculty members evaluate TQM's ideas and language in a context of their own loyal membership in the academic community and its value system. Discussions of "standards" are commonplace in faculty coffee lounges across the nation; but talk of "conformance to standards," the TQM phrase, seems somehow wrong. Most faculty are frustrated with the remedial work required throughout the university and would support enthusiastically a system that "did things right the first time." But "zero defects," a term loaded with powerful connotations when applied to people, is not how the idea would (or should) be expressed. Faculty may do quantitative analysis in their research and understand its value and importance there. But "statistical process control" applied to teaching and research in the history or art department sounds hostile, an affront to academic mores, if not academic freedom.

These strange terms reinforce the faculty's worst fears about this new effort called TQM: "The administration is about to turn our university over to the Philistines!" And they begin mobilizing to resist. It is a critical moment in the quality voyage.

At such a moment, it is important to emphasize the common ground — to move the discussion away from words "owned" by the corporate quality movement and toward a process that allows the university to find its own language for change.

Two Examples

Earlier I claimed for America's colleges and universities many of the characteristics of quality organizations. An important and critical ingredient too often *missing* from that quality recipe is one TQM would bring us — a focus on customers. Since it's hard to imagine a quality improvement process without a "customer" focus, let's take that as an example.

TQM embodies an ethic of service. One of our janitorial workers told me in a quality workshop recently that all she had heard simply added up to the Golden Rule: that we should do unto others as we would have them do unto us. And clearly, one of the philosophical keys to the quality movement lies in the definition of the relationship between those served and those serving.

In the academy, one such relationship is that between students and faculty, and it is a complex one. Although students sometimes complain that they did not "get what they paid for," the relationship between a student and a faculty member is not the same as the relationship between me and the shop owner who sold me a table saw last week. Some similarities exist, of course, but the differences are greater. In what sense is a student a *customer*? When should we assess whether a student-customer is being well served by our academic programs? At registration? At the end of the first week of classes? At the end of a course? At commencement? At ten-year intervals following graduation? The answer is probably "all of the above."

Perhaps the student is really our *product*. If so, then who are really our customers, and how can we best serve them? What are their needs and expectations, and how are they to be balanced against the needs of students or their parents, who often are paying the bills? Is who pays even relevant? If paying is the test, then, in the case of public universities, perhaps the state legislature is our customer.

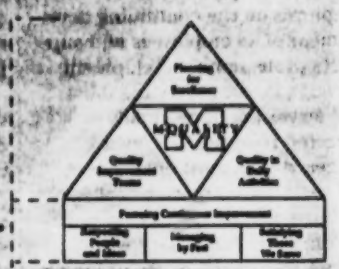
These are very important questions, ones with which we must yet wrestle. But their value to us lies chiefly in the process by which we set out to answer them. Our challenge is not to fit colleges and universities into some "cus-

Defining TQM . . .

As President Carothers argues, campuses must "translate" TQM concepts into language and tools appropriate to academic culture. AAHE has been gathering internal campus documents that illustrate how campuses involved in quality initiatives talk about their efforts. Three examples follow. —*Eds.*

At Michigan

"We believe that . . . M-Quality will encourage positive change within the University through its three-part focus on leadership, teams, and individuals. First, planning for excellence is a set of leadership activities intended to clarify, reaffirm, and communicate the mission and vision of the University and to bring policies and procedures into line with M-Quality principles. Second, quality improvement teams are designed to study and improve work processes. Third, quality in daily activities draws more fully on the potential of everyone within the organization by empowering individuals to use information to implement appropriate changes in how they do their work.



Four important principles form the foundation for M-Quality. The first and most important principle is 'pursuing continuous improvement,' which calls for the study of administrative and business processes, making trial improvements and testing them, and revising them based upon further evaluation. 'Managing by fact' calls for all of us to make a distinct effort to gather and analyze relevant facts as a guide to decision making. 'Respecting people and ideas' is based on the assumption that the majority of difficulties in the workplace are caused by problems in the systems rather than by the people who operate within these systems. 'Satisfying those we serve,' the fourth and final principle, calls upon us to focus on the recipients of our work."

— From "M-Quality: Continuous Improvement at the University of Michigan," an internal report.

tomer" paradigm or language model derived from IBM or Xerox or PPG or Kodak, but rather to answer the questions in our own way so as to gain the self-knowledge that will help us to improve. Our challenge is to change our habits, to adopt new ways of behaving so that we indeed better serve those whose needs we now better understand. In struggling with these questions on our own terms, the necessary language will emerge, and that language will be ours, authentic and not derivative.

Let's consider a second example: Deming's admonition to drive out fear.

An organization on the quality voyage — armed with an understanding of its customers' needs and significant new self-knowledge — seeks to use fully the creative force of its members by empowering them. It gives them the authority to act on the ideas and strategies they develop, thus allowing the organization to be both more efficient and effective. To free members of an organization to be creative, Deming tells us, we must drive out the fear of failure. Such fear prevents people from taking risks and acting on the new ideas they have about how better to meet customer expectations. The quality organization steadfastly refuses to blame its people for the errors or faults that occur, since these most typically arise from "system" factors outside the individual's control. The quality organization instead encourages initiative and imagination in the interest of better service, free from the inhibiting force of fear.

But TQM also emphasizes setting clear standards of *organizational* performance. While achieving such standards can very well stress an organization, that stress can be necessary, since the alternative is a lot worse: lost business, with negative consequences for both individual members and the organization as a whole. "Driving out fear" never meant that everyone in the organization would be happy all the time or that hard decisions would not be made. Instead, what the university must do is change the way it responds to people who take initiative, who take risks in the interest of better service and who advance the university's vision. It must change its habits. Once it does that, the language to describe these new habits will spring not from a TQM bible but authentically from the changed circumstance. That new language will gain currency and institutional meaning when it is articulated and consistently acted upon by the organization's leaders.

A New Style of Leadership

For me, then, TQM seems a natural fit for organizations such as universities that rely heavily on the intellectual and creative abilities of their people. It is also a tool for managing and leading such organizations. The leadership skills it would evoke are rooted in the concept described by the word *administration*, that is, "to minister" to the enterprise. To be successful, leaders of quality-focused enterprises will not be the authoritarian managers of traditional hierarchies; instead they will understand their role as envisioner, as interpreter, as facilitator of the living enterprise itself, one with its own language developed to give form to the effort.

Specifically, successful leaders in this new environment will:

- Believe in the enterprise. They will resist cynicism; they will dig for the strengths of the organization and give voice to them. They will learn and celebrate what the organization does right; they will find the best in coworkers and remember the good in even the most trying circumstance; they will defend the enterprise, not with the narrow parochialism of self-interest but with a loyalty born of genuine commitment.
- Give purpose to the enter-

Defining TQM . . .

At Cornell

"Cornell's Quality Improvement Process (QIP) is based on the understanding of Total Quality Management (TQM) as a systematic process for quality improvement. It is not a 'program,' but a fundamentally different way of operating at the University.

In a quality improvement environment, quality is defined in terms of the needs, requirements, or expectations of whoever actually uses the services produced. Whether this is an external customer or a coworker with the organization, this is an outward-directed perspective that stands in marked contrast to conventional quality, which typically focuses on internally generated performance standards.

Total quality is a proactive approach to quality improvement. Evaluating the final output or waiting to hear from the customer is wasteful and inefficient. Instead, preventing problems is the focus. Each person involved in the process is responsible for the quality of the service.

Total quality recognizes the dynamic nature of customer needs, requirements, and expectations. In the future it will not be acceptable to set and meet a defined performance standard — to live a plateau of excellence. Total quality will require everyone at Cornell to seek continuous improvement in what they are doing. All processes, no matter how effective today, will become subject to question and evaluation in pursuit of the goal of even better performance.

Minimally, the Quality Improvement effort incorporates the following elements:

- quantifiable measures for quality
- data collection that includes both process measures and service measures
- performance targets derived from analyses of the best practices
- employee involvement
- comprehensive data analysis skills and methods used by all organizational members.

For Cornell to adapt to these conceptual themes and mechanisms will require a fundamental change in the culture of the University. New values and assumptions about life at Cornell will need to be introduced, and old orientations will be discarded. Behaviors, structures, systems, policies, and procedures will need to be aligned to support total quality principles and goals."

— From an internal campus document.

BEST COPY AVAILABL

prise. The new leaders will articulate its vision; they will shape its mythology; they will find and celebrate its heroes, the people whose acts embody the organization's values.

- Set standards by listening to those the organization serves. They will analyze the obstacles to meeting those standards and design and implement in a planned, systematic way a strategy for overcoming them. That is, they will use the TQM tools.
- Communicate often and effectively. The great leaders today are the great communicators. More of the organization's work must be done in public, in full view, so that people will understand the decision-making process and the assumptions behind it. Trust is a key component of effective communication, because the message must be not only heard and understood; it also must be believed.
- Teach the enterprise to succeed. Increasingly, our institutions will be organized into "self-managed" teams, groups responsible for and capable of proceeding on their own to accomplish a defined mission. In such groups, the manager's role evolves from supervisor to coach, from giving direction to giving advice, from focusing on the task at hand to focusing on the future. As new leaders share knowledge and empower the team, they make their associates' personal and professional growth a goal in itself, and help the enterprise as a whole to grow in confidence. They themselves strive to model creative problem solving and in a sense become teachers, seeing each problem or crisis as an opportunity to teach the lessons that will make the organization succeed.

TQM is spreading so rapidly and being so well received, not just because it increases efficiency and productivity in difficult times, but because it also incorporates a philosophy about work, people, and relationships built around humane values and shared vision.

These are the qualities — believing, envisioning, analyzing, communicating, and teaching — that are critical for leaders in the long journey of continuous quality improvement.

A Voyage Inward

The quest for quality is often described as a voyage, and the metaphor is an apt one. But like many voyages out, this one is also a voyage in. It's a trip that leads us to affirm many values and virtues of the academy and the moral purposes that brought us into community in the first place.

We are not alone on this voyage, of course; thousands of corporate, government, and health-care enterprises precede us in TQM. Just as they are learning to serve, we must remember to serve. As others are learning to set high standards of performance, we must remember, affirm, and articulate more clearly those standards of achievement we set for ourselves and our students. As others learn the value of self-study and critical analysis, we must remind ourselves of the need to resist the comfortable and the habitual, to subject our university lives to the same scrutiny with which we ourselves approach our own scholarly work.

As others learn to respect the dignity and creativity of each member of the "team" and to promote collaboration and cooperation, we must reexamine the degree to which our organizations foster a debilitating and demoralizing class system, in which real collaboration is limited both by rank and privilege and by disciplinary structures that set territorial limits on who may study or teach certain pieces of the intellectual terrain.

Like Chaucer's Clerke, if we can both gladly learn and gladly teach the lessons of quality, we will be good — and then better — stewards of our important mission. And our lives, as well, will be more fulfilled. ■

Defining TQM . . .

At Maricopa

"First, although TQM developed initially in business, *the concept of quality improvement is transferrable to an educational institution.* Some of the terminology may be foreign to higher education, but quality improvement applies to us. Our 'product' is education. Our customers include students, taxpayers, the governing board, and employees. Some of the strategies, tools, and techniques of TQM are not currently in use in higher education, but we believe they can be used successfully.

Second, *quality improvement is a lifetime commitment.* There is no 'quick fix.' Quality improvement causes systemic changes in organizational processes.

Third, *it will take time to implement a quality improvement program but the time spent now is a valuable investment.* Time spent now in doing the work right the first time eliminates the need to re-do the work. Eliminating re-work is a time-saver and money-saver.

Fourth, *focusing on quality improvement will mean a change in the culture of the organization.* This will mean a change in the way we do business as our focus turns to customer satisfaction and teamwork. Employee morale will improve, along with productivity.

Fifth, *quality improvement will empower employees throughout the organization.* We believe that the person doing the job knows better than anyone else the best way to do the job and how to improve job performance. We also believe that many of our employees are underutilized and their potential must be tapped more fully.

Sixth, *when work failures occur, a quality improvement program tells us to look first to the failure of processes, not people."*

— From the findings of the Commission on Quantum Quality, Maricopa County Community College District.

A Report to Members

AAHE AND TQM
(. . . MAKE THAT "CQI")

by Ted Marchese

The Association's attention to TQM dates to 1989; over the years we have run a scattering of conference sessions and *Bulletin* articles on the topic. Last November, the *Bulletin* ran two major pieces on total quality, articles that came to be copied and passed around in the thousands. Last spring, at AAHE's National and Assessment conferences, any session with "TQM" in the title drew SRO crowds; several statewide TQM meetings this summer drew hundreds of participants each; in July, the annual industry-education confab on TQM (this one at Lehigh) drew 550 academics, compared with 100 last year; Texas governor Ann Richards claims 3,000 of us will turn up in Houston November 9-10 for her "Quality in Education" conference. In a recent *U.S. News* poll, a remarkable 61 percent of the college presidents surveyed claimed their institutions have adopted or are considering adopting TQM programs.

Given this explosion of interest, and with it the many calls from members asking for help with TQM, AAHE's Board decided last April — and affirmed again this September — that AAHE will take a leadership role in higher education's encounter with total quality. As has been the case with assessment, our approach to this latest phenomenon will be supportive but critical, an attempt to cut through the barriers of hype and language to find ideas and tools that genuinely might help a campus.

A consortium. In terms of programmatic activity, the lead venture has been the cofounding of an Academic Quality Consortium (AQC) in partnership with the William C. Norris Institute (headed by Bill Norris, the retired founder-CEO of Control Data). Norris funds have paid for the executive services of a talented organizational consultant, Monica Manning, based in Saint Paul, Minnesota. Monica and I have sought out for AQC meetings several dozen of TQM's most active campus practitioners; most often these impressive people are the "idea champions" on their campuses.

The AQC should do several things for its participants, and for AAHE and the Norris Institute. It connects the most important doer-leaders in an emergent field with one another, and they with AAHE; it will become a locus for thought, much as AAHE's assessment leadership group did; and it becomes an organizational base for more particular ventures such as conferences, benchmarking, a clearinghouse, or training. The constitution of the AQC is still under development; most likely it will include a circle of key thinkers deeply involved with implementation efforts, plus a caucus or action community for AAHE members interested in TQM education and debate.

Several directions of thought are apparent in an AQC "Concept Statement" put together over the summer by a writing team consisting of Dean Hubbard, Ellen Chaffee, John Harris, and Sylvia Westerman. The tilt of the consortium is toward academic applications, not just administrative; issues of efficiency and productivity stand high on the agenda; corporate and governmental partnerships are envisioned; and the chosen descriptor is not "TQM" but "CQI" — continuous quality improvement. Use of "CQI" is more than a reaction to TQM's fixation on "total" and "management"; it's a signal that campuses probably have more to learn from the knowledge industries that have pursued quality before us (research labs, hospital centers, etc.) than from the industrial analogs often brought forward on behalf of TQM.

Other developments. Several AQC members, led by Darrell Krueger, of Winona State, collaborated on an AAHE-cosponsored conference at Wingspread, October 27-29, that took a harder look at CQI's academic applications: If you put ideas from the quality movement, from the "Seven Principles of Good Practice," and learnings from assessment together on the same table, what new vision of undergraduate quality might result? A report will follow.

On other fronts: CQI ideas about empowerment, teamwork, and organizational change will enrich two forthcoming AAHE conferences, that on faculty roles and rewards (San Antonio, January 29-31) and our National Conference, "Reinventing Community" (Washington, March 14-17). . . . Next summer, CQI ideas relevant to teaching and learning will be featured at our Assessment Conference (Chicago, June 9-12). . . . And the AQC will cosponsor the next industry-education "Quality in Academe" conference (Kansas City, July 27-30).

Stay tuned. News on all of the above will follow in future *Bulletins*, including ways for each AAHE member to participate and to learn along with us. Meanwhile, if your campus is into a quality-improvement effort, let us know and send along the key documents. We already have quite a collection of campus reports on quality efforts; if you'll be in town, call ahead and we'll set you up in an office for a few hours or a day of reading. ■

Ted Marchese is a vice president of the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

Eighth AAHE Conference on Assessment
June 9-12, 1993 ■ The Palmer House ■ Chicago, IL

CALL FOR PROPOSALS

National concerns over improving the quality of undergraduate education certainly have not diminished since the 1984 NIE report *Involvement in Learning* first called for the assessment of learning outcomes as part of its agenda for collegiate reform. Now that assessment is required for accreditation and claimed as an activity by 90 percent of all colleges, it's time to ask, What difference has assessment made? Has it provided the hoped-for impetus for campus renewal? Are the costs of assessment exceeded by its benefits? How do we know so? Has it led to any renewal of accrediting itself, and with what result? Can assessment's new cousin on the block — TQM — bring an alliance for larger changes in higher education?

These questions, as well as the continued exploration of how best to capture and assess educational programs, will fuel the continuing conversation around assessment at all levels: the individual faculty member, departmental, institutional, state, and national. Through this Call for Proposals, AAHE's Assessment Forum invites dedicated practitioners, thoughtful critics, and newcomers to assessment to join that discussion.

The Eighth AAHE Conference on Assessment will be held June 9-12, 1993, in Chicago and focus on using assessment results for improving the quality of students' educational experiences. There will be thematic "tracks" around assessment in the major and of general education, plus many sessions on methods and approaches to assessment: portfolios, alumni surveys, performance measures, quantitative studies, and qualitative work. In addition, the program will pay attention to the audiences for the assessment: campus faculty, administrators, state legislators, parents, students, and the general public.

Last year's Assessment Conference saw tremendous interest in the relation of assessment to the continuous quality improvement (CQI) movement in higher education. Sessions that explore the ideas in relation to the theory and practice of assessment work are particularly encouraged.

A Variety of Formats

In addition to the usual plenary and concurrent sessions, the 1993 program will continue the poster session format, begun last year, that allows for smaller, in-depth conversations about particular projects in an informal setting. Other popular features — the pre- and postconference workshops, the evening sessions for conference newcomers, capstone discussions, and book seminars — will continue, too.

Several new initiatives are planned also:

Commissioned papers. Before arriving in Chicago, attendees will receive papers that will constitute a core of theoretical ideas and reference points to be discussed more pragmatically in sessions at the conference. Authors will not read their papers at these sessions; instead, panels will briefly respond to them, the authors will reply, and general discussions will ensue. The Forum is commissioning several such papers, but unsolicited submissions will be considered, as well. Authors selected will receive $500 plus conference expenses.

On-site consultants. During the conference, resident consultants will be made available to meet at specified times with campus teams or individuals to discuss assessment problems or ideas. A list of consultants, their topics, and available times will be included with the conference registration materials.

Working groups. Since the sharing of assessment results will be a conference *leitmotif*, working groups seem a logical format. As a pre- and postconference activity, campus teams will be grouped together in threes or fours with a moderator to share assessment results, receive feedback on their project, brainstorm about next steps, formulate dissemination plans, and celebrate one another's work. When possible, teams with similar projects and/or of similar institutional type will be grouped together.

Submit a Proposal Today

With this Call for Proposals, the Assessment Forum invites you to consider conducting a workshop, presenting a topical session, serving as an "on-site consultant," or developing a poster presentation. Or, feel free to create a new, innovative format of your own.

To submit a proposal, send a one- to two-page letter detailing your ideas to the address below. The *proposal deadline* is January 11, but letters by early December would be appreciated.

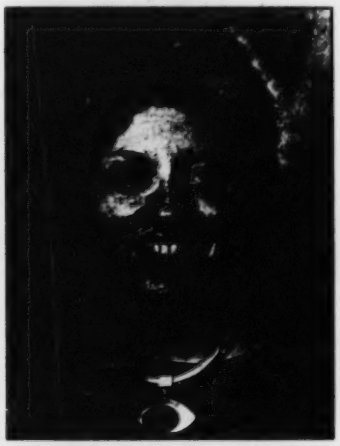
To have a "commissioned paper" considered, call Forum Director Karl Schilling immediately to talk over your idea; completed papers will be due January 11.

Karl Schilling, Director
AAHE Assessment Forum
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036-1110
ph. 202/293-6440, fax 202/293-0073
Bitnet: AAHEBDW@GWUVM

Phone calls or Bitnet inquiries to discuss ideas about the conference are most welcome. ■

Forum on Faculty Roles & Rewards

Clara Lovett Appointed Forum Director



Clara M. Lovett, provost and vice president for academic affairs at George Mason University since 1988, will become the director of AAHE's new Forum on Faculty Roles and Rewards, effective February 1.

A long-term member of the Association and participant in AAHE projects, Lovett brings to the Forum twenty years of experience as a teacher/scholar and twelve years of experience in academic management. She served as assistant provost at Baruch College of the City University of New York and as dean of arts and sciences at The George Washington University before becoming George Mason University's chief academic officer.

Interim Director Jon Wergin, who is heading program planning for the San Antonio meeting, will finish out his study leave from Virginia Commonwealth University by serving as a senior associate with the Forum.

"The Forum on Faculty Roles and Rewards will provide a network and a resource for institutional leaders who understand the urgent need to rethink priorities and change practices in higher education," says the director-designate. "In today's information-based economy, colleges and universities are becoming the gatekeepers. Higher education increasingly separates men and women who are equipped to participate in the new economy from those destined to work in low-paying, dead-end service jobs."

"As our role in society becomes more important, we come under ever-closer public scrutiny. We are on the verge of structural changes such as we have not experienced since World War II veterans appeared on our campuses. Faculty shape the culture of our institutions. Faculty salaries and support for faculty make up a large portion of our institutional budgets. Therefore, any serious plan to rethink our priorities and reorient our efforts must begin with a reexamination of the roles our faculty play and of institutional rewards and incentives," Lovett says.

Program Takes Shape

As reported in the September *Bulletin*, AAHE's first Conference on Faculty Roles and Rewards will be held in San Antonio, January 29-31. The conference can accommodate up to 500 attendees, and campuses are being strongly encouraged to consider sending teams. (Campuses such as UCLA, Michigan State, The University of Louisville, and Virginia Commonwealth University have already indicated their intention to sponsor teams.)

The conference opens early Friday morning, January 29, with sessions, workshops, and special meetings for campus teams, professional societies, and other groups gathering for the occasion. The first plenary session begins at 1:00 PM Friday afternoon; the closing plenary begins at 11:00 AM Sunday, January 31.

The program focuses on four "tracks": shifting expectations for faculty work; new approaches to documentation and evaluation; incentives and rewards; and issues of leadership and campus change.

A sample of conference presenters . . .

Carol Cartwright, Kent State University
Gordon Davies, Virginia State Council of Higher Education
Carla Howery, American Sociological Association
Donald Langenberg, University of Maryland
William Massy, Stanford University
Calvin Moore, Joint Policy Board of Mathematics
Karl Pister, UC-Santa Cruz
Eugene Rice, Antioch College
Lee Shulman, Stanford University
Richard Sisson, UCLA
Angelica Stacy, UC-Berkeley
David Ward, University of Wisconsin, Madison
Allan Winkler, Miami University

For registration materials, contact Kristin Reck, Project Assistant, Forum on Faculty Roles and Rewards, at AAHE.

National Conference

Keynoter and Other Speakers Confirmed

AAHE's 1993 National Conference on Higher Education, scheduled for March 14-17 in Washington, DC, is fast approaching, and events appropriate to the conference theme, "Reinventing Community," are being lined up.

Speakers confirmed to date include Keynoter **Parker Palmer,** author, consultant, and AAHE senior associate; **Greg Anrig,** president, ETS; **K. Patricia Cross,** Conner Professor of Higher Education, University of California-Berkeley; **Amitai Etzioni,** professor of sociology, George Washington University, and editor, *The Responsive Community*; **Virginia Smith,** president emeritus, Vassar College; **Janet Smith-Dickerson,** vice president of student affairs, Duke University; **Daniel Yanke-**

lovich, chair, DYG, Inc.; and **Kosaku Yoshida,** professor, School of Management, California State University-Dominguez Hills, and consultant in quality management.

All AAHE members automatically will receive registration materials in the mail in early December.

School/College Collaboration

Dates for Two Conferences Set

At the 1993 National Conference on Higher Education, in Washington, AAHE's School/College Collaboration staff will host a special preconference work session, on Saturday, March 13. The day-long session will cover the latest news about current issues and strategies in school reform. If you're planning to attend the annual meeting, don't miss this opportunity to contribute to AAHE's efforts to shape a more effective collaborative role for higher education.

1993 Conference. Also, mark your calendars now for AAHE's next National Conference on School/College Collaboration, to be held December 4-8, 1993, in Pittsburgh, PA. *Note: This is a change from the traditional June conference dates.* Contact Nevin Brown, Director, or Kristy Bonanno, Project Assistant, at AAHE for more information on both events.

Board of Directors

Call for Nominations

AAHE invites you to nominate candidates now for the 1993 Board of Directors election to be held next spring. A nominating committee, headed by Past Chair Carol Cartwright, will consider the names submitted and select the final election slate.

The following offices are open for nominations: *Vice Chair,* to be Chair in 1995-96, and three *regular positions* on the Board. All the offices carry three-year terms.

To nominate yourself or someone else, submit a short letter describing the contribution your nominee would make to AAHE and the Board, and enclose a copy of the nominee's resume.

Mail your nomination to AAHE, Attn: Brooke Bonner, One Dupont Circle, Suite 360, Washington, DC 20036-1110. Nominations must be postmarked by Friday, *December 18, 1992.*

Teaching Initiative

Case-Writing Retreat

AAHE's Teaching Initiative hosted a case-writing retreat on October 30-November 1, 1992. The purpose of the retreat was to assist the small group of participating faculty in developing cases that address specific issues about teaching and learning within their discipline.

Some twenty faculty from various disciplines, including English, physics, math, education, and economics, arrived at the retreat with drafts of cases they had prepared. They received feedback from their colleagues and then met in smaller, discipline-based groups to collaborate on and revise their cases.

The retreat was part of a Lilly Endowment-funded project to develop cases about teaching and learning. The Teaching Initiative is eager to find others interested in writing cases in their discipline and would like to hear from you. Please contact Erin Anderson, Teaching Initiative Project Assistant, at AAHE for more. ■

AAHE in Action

1993 Board Nominations Deadline. Nominations for Vice Chair and three regular positions. See November 1992 "AAHE News" for details. *December 18, 1992.*

Proposal Deadline. 1993 Assessment Conference. See the November 1992 *Bulletin* for details. *January 11, 1993.*

Commissioned Paper Deadline. 1993 Assessment Conference. See the November 1992 *Bulletin* for details. *January 11, 1993.*

1993 Conference on Faculty Roles and Rewards. San Antonio, TX. *January 29-31, 1993.*

1993 National Conference on Higher Education. Washington, DC. *March 14-17, 1993.*

1993 Conference on Assessment in Higher Education. Chicago, IL. *June 9-12, 1993.*

Whittington, cont.

into; we know where we want to move this institution over the next five years, so there's a right context and direction for the TQM effort. Vision comes first; TQM won't provide it; the vision directs what choices you make within a TQM effort.

MARCHESE: I like the idea of TQM fitting a game plan . . . can you give us a peek at Penn's?

WHITTINGTON: One thing we're aware of is that the businesses that support us and hire our graduates are very interested in seeing us integrate quality-management ideas into our curricula and internal processes. We know the times demand accountability . . . what we're talking about is important not just to business but to all our supporters. We're dependent on the generosity of many, many partners out there. As times are tougher and resources scarcer, they have to know two things: that we know what we're doing and that we use resources wisely.

MARCHESE: Marna, time to sum up. Penn is three years down the quality road, what's your advice now for colleagues in other institutions?

WHITTINGTON: First, there must be a commitment from the top and a willingness for executive leadership to get involved. That means making time to put quality on your calendar. Second, there has to be training, training, and more training, but what in TQM we call "just-in-time" training, that is, education and tools tailored for immediate application. Third, there should also be a very small quality-support function, a few people to coordinate and keep things moving. Then, as they say in the Nike commercial, just do it.

MARCHESE: And to the nay sayers?

WHITTINGTON: They'll be there. The question is, will the change agents be there, too? TQM entails a lot of plain, old hard work. The good news is that it turns out to be fun!

MARCHESE: Marna, thank you. ■

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news!

PEOPLE: Former ECS colleagues **Pat Callan** and **Joni Finney** have founded a California Higher Education Policy Center, backed by a major five-year grant from the Irvine Foundation . . . in San Jose at (408) 287-6601. . . . The Association of Governing Boards' new head, **Tom Ingram,** has major publications changes in the works . . . look for the first issue of *Trusteeship* in another month . . . on another front, AGB announces a **Robert L. Gale** Fund for the Study of Trusteeship, with $5,000-15,000 grants for research on governing boards. . . . Cuyahoga provost **Grace Carolyn Brown** leaving Cleveland for Boston, named president of Roxbury CC. . . . **Russ Warren** made "active learning" the pedagogical theme of his presidency at Northeast Missouri, scores with a $500,000 Jepson grant in support of the idea. . . . A note from caucus chair **Bilin Tsai** (professor of chemistry at UM-Duluth) confirms a name change: it's the AAHE Asian Pacific Caucus . . . now up to 125 members. . . . **Michael Olivas** of the University of Houston Law Center signs on with the *Chronicle* to contribute columns on colleges in the courts.

STUDENT RIGHTS: Many AAHE members will be among those gathering in the office here November 10th for a day-long celebration and scrutiny of the "Joint Statement on Rights and Freedoms of Students," an historic document released twenty-five years ago by fifteen associations (including AAHE) . . . over the years, a great many institutions have incorporated the statement word for word into their bylaws and handbooks . . . the American College Personnel Association (now in offices adjacent to ours) has taken the lead in reviving the Inter-Association Task Force charged with updating the document.

BRAVO!: Kent State president **Carol Cartwright,** chair-elect of the AAHE board, missed September's board meeting for an unexpected reason: a routine mammogram had turned up early-stage breast cancer, necessitating surgery October 1st . . . Carol went public with her situation immediately, using it as an occasion for community education . . . because of her own good health practices and early detection, Carol's follow-up evaluation showed full recovery with no further treatment required.

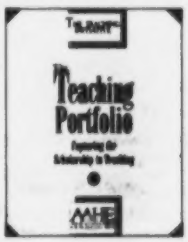
BOOKS: Several members commend the new collaborative learning sourcebook put out by Penn State's Teaching, Learning & Assessment center, a buy at $23 . . . info from (814) 865-5917. . . . Good early reviews for **Bob Birnbaum's** *How Academic Leadership Works*, new from Jossey-Bass. . . . **Gale Erlandson,** Jossey-Bass's higher education editor, is excited about release November 13th of **Alexander Astin's** latest, *What Matters in College: Four Critical Years Revisited*, a complete redoing of the original, highly cited volume (1977) . . . the Exxon Education Foundation sponsors a symposium on Sandy's new book January 13th in Seattle, coincident with the Association of American Colleges' annual meeting . . . Next March, just in time for AAHE's National Conference and our action community on the subject, Jossey-Bass publishes a new **Pat Cross/Tom Angelo** book on classroom research . . . their first handbook on the topic, published in 1988 by NCRIPTAL (it's still in print), has sold more than 15,000 copies, a huge sale in higher-ed publishing. . . . AAHE's best seller this year (besides the inevitable *Search Committee Handbook)* is *The Teaching Portfolio: Capturing the Scholarship in Teaching*, with 4,000 orders filled and a second printing on the way. . . . Note that AAHE has instituted a new member benefit, discounts on publications . . . effective October 1, *Portfolio* costs $10.95 instead of $12.95.

TQM RESULTS: Almost a dozen years ago, Northwest Missouri State president **Dean Hubbard** attended Philip Crosby's Quality College in Florida, then quietly began implementing TQM concepts at his university. They started on the academic side, with benchmarking (comparing yourself with identified "best practices"); some forty-two benchmarks now set expectations. TQM insists that you keep track of how you are doing, so Northwest now has years of statistical trendline data about itself, from amongst which I'll mention one impressive fact: the percentage of its E&G budget devoted to instruction has grown from 48.5 percent in 1984 to more than 59 percent in 1991. The lessons here: systematic attention to a "Culture of Quality" (as they call it) can produce bottom-line results; but, as their own data show, none of this happened overnight, real change takes "constancy of purpose" over a course of several years. ■

ANNOUNCING

Innovative Ideas for Improving Teaching From The Teaching Initiative

The Teaching Portfolio: Capturing the Scholarship in Teaching. The teaching portfolio has emerged as an effective vehicle



for faculty to document what they know and do as teachers, while also prompting individual reflection and improvement. But what should it look like? Who should maintain it? How might it be used to improve teaching? To evaluate faculty? This monograph suggests one portfolio model, in which faculty assemble carefully selected "work samples" of performance accompanied by reflective commentary about them. It also includes pointers for getting started with portfolios, a sampling of current campus practice, a bibliography, and eight sample entries by faculty from various disciplines and settings. The project was supported by the Carnegie Corporation of New York.

$10.95 AAHE members, $12.95 nonmembers (1991, 72pp.)

Preparing Graduate Students to Teach: A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty. Based on a comprehensive national survey of TA training programs and practices, this publication profiles 72 effective TA training programs in detail, describing program goals and benefits, faculty and TA responsibilities, funding, staffing, evaluation, and philosophy. Each profile also includes the name, address, telephone/fax numbers, and e-mail address of the program's contact person. An expanded directory features contact information for some 350 additional programs. Programs are grouped in two broad categories: "centralized" and "discipline-based," covering the disciplines of biology, chemistry, composition/literature, foreign languages, mathematics, psychology, speech communication, and the social sciences. TA training programs that address the special needs of foreign graduate students are highlighted. The survey was conducted by Leo Lambert and Stacey Lane Tice, of Syracuse University, with support from the Council of Graduate Schools and TIAA-CREF.

$20.00 AAHE members, $22.00 nonmembers (1992, 150pp.)

Ordering information. Order from AAHE, Box B1192, One Dupont Circle, Suite 360, Washington, DC 20036-1110, fax 202/293-0073. Please provide your membership number. Full payment or purchase order must accompany all orders; orders under $50 must be prepaid. Make checks payable to "AAHE." Allow 4-6 weeks for delivery. ■

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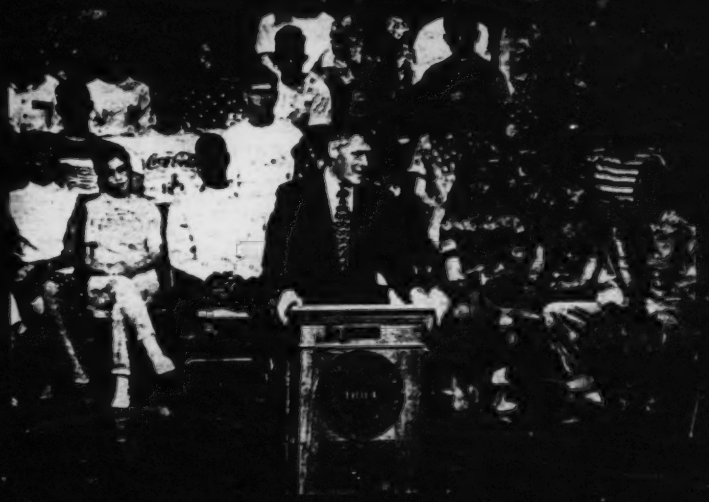
WHAT ABOUT BILL?



Interview with seven AAHE members from Atlanta

STUDENT RACE RELATIONS

RETHINKING RETIREMENT

Assessment Principles AAHE News Bulletin Board Two Conferences

In this issue:

It's not every day that one of AAHE's conference presenters gets elected President of the United States. But in 1988, Governor Bill Clinton, of Arkansas, delivered the keynote address at that year's National Conference on Higher Education, in Washington, D.C. His remarks — "Teaching to Rebuild the Nation" — were reprinted in the May 1988 *AAHE Bulletin* and are still available on audiotape (#88AAHE-13) from the Mobiltape Company (to order, call 1/805/295-0504).

In the promotional materials for that conference, we described the Governor as the "former chair of the Education Commission of the States and a dedicated advocate for the improvement of education at all levels." Now that he's been elected President, we wondered, What can education expect from a Clinton administration? . . . How did higher education fare in Arkansas? . . . What would educators there say about Clinton's higher education record? . . . In "What About Bill?," beginning on the next page, we offer one set of answers — from seven Arkansas AAHE members.

Gov. Clinton, with AAHE President Russ Edgerton *(center)*, greets a former Georgetown University classmate before the 1988 keynote.

Perhaps you'll have the opportunity to ask the President-Elect yourself. Once again, AAHE has extended an invitation to Governor Clinton to address a National Conference audience, again in Washington, D.C., at the 1993 meeting, March 14-17. We await his reply. —BP

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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Cover photograph: Gov. Clinton at the 1992 Arkansas Governor's School on the Hendrix College campus (photo by Ann Turney).
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WHAT ABOUT BILL?

Seven AAHE Members From Arkansas On Higher Education Under Bill Clinton

On January 20th, Governor Bill Clinton, of Arkansas, will be inaugurated President of the United States. Campaign promises aside, what can higher education expect from his administration? On the theory that past performance is the best predictor of the future, we decided to take a look at the Clinton record as an "education governor."

A week after the election, AAHE vice presidents Ted Marchese and Lou Albert started phoning members in Arkansas. They didn't ask who those members voted for or for any predictions; instead, the questions were: What's it been like to have Bill Clinton as governor and to work in higher education? What were the high points or disappointments? Had you any personal interactions with the Governor that might shed light on his thinking about education?

Interestingly, given the Governor's many years in office, no one offered anything we'd call a criticism. Nancy Talburt, of the University of Arkansas, and McKinley Newton, of Philander Smith College, both observed that this year higher education did not get some of the state money it wanted. And Betty Hubbard, of the University of Central Arkansas, thought Arkansas school reform emphasizes "back-to-basics" a bit too much. But they didn't attribute Clinton directly.

That's just politics, a cynic might say; but it might also reflect true circumstance — one that we're not so used to but that does give hope. We leave you to draw your own conclusions. —*Eds.*

Charles Dunn

President, Henderson State University

In February 1993, I will have been president seven years. Prior to that, I worked at the University of Central Arkansas as director of governmental relations and a professor of political science. So I have been in Arkansas higher education throughout Bill Clinton's political career. . . .

I think it's been very beneficial to higher education in Arkansas to have Bill as governor. His very strong commitment to education goes back at least to 1983, when he pushed a 1¢ sales tax increase for education through the General Assembly. Higher education received a significant portion of that. It was a boost we needed at a critical juncture, and it provided us a solid foundation for the next several years.

The 1991 session of the General Assembly produced another significant boost in higher education finances. Governor Clinton proposed the creation of an Educational Excellence Trust Fund, which was funded by a 0.5¢ sales tax increase. Our colleges and universities received a 12-13 percent hike in funding from the state at a time when everybody else in the nation was suffering cuts. It allowed us to raise our faculty salaries close to the regional average, which had been one of our goals for several years.

Bill Clinton's impact on higher education was not just financial, though. In 1983, we set out to increase the college-going rate in Arkansas, a stated goal of the Clinton administration. The state went from 38 percent of high school seniors actually entering college to something over 52 percent in 1991. I understand it's around 54 or 55 percent in 1992. Just a fantastic increase in that rate in a very short period of time.

Beyond that, he raised issues of accountability. Governor Clinton appointed a commission on higher education quality, in about 1984. Then he backed the proposals of that commission in the General Assembly, did his best to make certain those were adopted and that the institutions followed through on them. . . .

Bill — that's what he prefers to be called — has been very accessible, from the time he was first elected. Not as a matter of routine but as a matter of request, if the presidents and chancellors wanted

to meet with him, he would arrange it. We could have very frank and candid exchanges with him, sometimes very positive and sometimes not, depending on the circumstances. But he was always accessible, he always listened, and we felt he always attempted to follow through on the results of those discussions. I have had dozens of meetings with him, I suppose, through the years, including some on an individual basis, too. And, I know I have picked up the phone at night and it would be Bill Clinton calling: "I need your help on this particular issue in the General Assembly; what do you think about doing this, or that?" He would solicit advice and then ask for assistance in getting something done. . . .

Arkansas is a small state — 2.2 million people — and it's not that uncommon for a governor to know many, many people. But it amazes me how many people Bill Clinton knows on a first-name basis. He does not have to meet a person many times to know their name, and Hillary is very much like him in that regard. ■

Nancy Ellen Talburt

Associate Vice Chancellor for Academic Affairs, University of Arkansas, Fayetteville

I was on the faculty here when Bill and Hillary were assistant professors in our law school. Although I don't normally work in political campaigns, I worked for him in the first one he ran, back in the early 1970s, an unsuccessful campaign for the U.S. House of Representatives. . . . As much as ten years ago, some of us would occasionally look around and say, "It's a pity there's not anyone on the national scene who's anywhere near as good as our governor is." Of course, this was, for many of us Democrats, an era of Republican domination. . . .

One of the things that was very important to higher education in Arkansas was the improvements the Governor funded in elementary and secondary education, beginning in 1983. Since most of our students come from the public schools, those improvements meant that we were starting and will continue to be starting ahead. So what Bill did in precollegiate education is as important for higher education as what he did in higher education itself.

For example, there have been a number of special initiatives to increase the amount of physics, chemistry, and foreign languages taught in high schools, and a very important initiative to increase the education standards for all high schools in the state. Hillary Rodham Clinton chaired the committee that established those recommendations, and then they were enacted. It's made an enormous difference to higher education. It means we're getting better-prepared students. . . .

Then there are a couple of recent things that Clinton has done that are particularly significant for higher education itself. One was the College Savings Bonds initiative, designed to allow people to buy savings bonds to fund college for their children and their grandchildren. But more important from the perspective of the institutions themselves, the bonds were to provide funds for repair and maintenance and capital projects at colleges and universities.

The first sales of bonds occurred during this half of the Governor's current term; $90 million in bond sales was approved, of which $70 million has been realized — we haven't yet sold the last $20 million worth. From the money so far, projects are now going on our campuses all over the state . . . on this campus, to add a wing to our chemistry building, to improve our physics department, desperately needed capital improvements that have made a tremendous difference to us. That first $90 million is just part of a $300 million capital projects fund for higher education, which was to be funded biennium by biennium. It's an initiative that I hope will be continued under the next administration.

Even more important, perhaps, than the savings bond initiative was the Educational Excellence Trust Fund. This was an increase in funding that included $30 million for higher education, and it was enacted two years ago in what, as it turns out, will be Bill's last Arkansas legislative session. He asked the state to up its investment in higher education with a 0.5¢ increase in the sales tax to fund both teacher salaries and increases for higher education. This helped to protect our funding from temporary sags in the economy and provided some much-needed *operating* funds, as opposed to capital funds.

On this, let me relate just one anecdote: I've been told that at a meeting of deans from across the country recently, when they asked, "How many of you have had some kind of budget cut this year?" our dean, for the College of Arts and Sciences, was the only one in the room whose hand didn't have to go up. . . .

On the issue of disappointments, I can't think of any specific instances. More than anything else, Bill has been a governor who's tried to make his own assessment — with very good support from a very able staff — of needs in the state. Every sector in the state — K-12, higher education, prisons, human services — certainly hasn't gotten everything they would have liked, but that's a different thing from saying we haven't gotten our fair share of what there was to get. . . .

"From the money so far, projects are now going on our campuses all over the state . . . desperately needed capital improvements that have made a tremendous difference to us."

On personality, he's very accessible. Arkansas's a small state. It's a state in which Bill comes up to events on the campus when we have special programs, and we're accustomed to seeing him, and to seeing Hillary, as a neighbor as well as our governor. . . . I think that as much as any national political figure in my memory, Bill will know what the real issues are. He's intelligent enough to weigh the

Enrollment Figures: 1993 Higher Education Directory

arguments and the evidence. I have a great deal of confidence that the resources that are available and the opportunities that present themselves to him will be used wisely. That's the greatest confidence you can have in a leader. ■

McKinley Newton

Vice President for Advancement, Philander Smith College

Ever since I first met him, President-Elect Clinton has been a supporter for higher education, as well as K-12. He was attorney general here in 1978 and was our luncheon speaker for the thirty-second annual conference of the United Negro College Fund, held in Little Rock. I served as the local chairperson. At that time, he expressed his concern for higher education for the masses.

About three months ago I was in Washington, D.C., and I ran into a friend of mine who was at that luncheon, "When I listened to that fellow then, I didn't know he had that ambition to become president," he said. And I replied, "Well, I didn't know either, but he's always been strong in favor of education for all people." He's been on our campus several times since he's been governor, and the college has held many activities at the Governor's Mansion. And he has continued to stress the importance of education for all citizens, and of making Arkansas more competitive by doing that. . . .

Governor Clinton has brought diversity of representation into state government. He has appointed a black as head of the Department of Finance and Administration, another to the Board of Higher Education; the Board of Education of the university system got minority representation; the current head of the Department of Health is black, as is one of Governor Clinton's top aides . . . several of these individuals are Philander Smith graduates, which makes us proud. More blacks have been put on boards of institutions of higher education in the state of Arkansas since Clinton has been governor than under all its other governors combined. . . .

As a person, he has been friendly, congenial, I would say a very nice person to meet. When you see him standing there — at the football game at my homecoming at UA-Pine Bluff — he greets you when you walk up, shakes your hand, all of those nice things . . . I'm not at the top rank, but generally he remembers my name, certainly he remembers my face. ■

Betty Hubbard

Associate Professor, Health Education Department, University of Central Arkansas

My perspective is generally positive. For each of the years that I have been in higher education here in Arkansas, we've received salary raises. We have never had a shortfall where we've had to go back and re-group. . . .

In my field of health education, Governor Clinton has done a very good job in a couple of arenas, one being that he's not tied to the past, being satisfied with the status quo. He's always open to new ideas, with an eye toward improvement, and always very good about surrounding himself with capable advisors. Dr. Joyce Elders, for example, as director of the State Department of Health, has done a lot in the state to make the climate much better in terms of health and health-education opportunities. So, one thing I could tell people in higher education in health-related fields is that they can look for support in terms of making positive and progressive inroads in trying to make our population healthier. The other thing I would say is that education is very important to Governor Clinton — always has been. . . .

Reflecting on the presidential race, I think Arkansas got bad press in some respects. Most Arkansans feel that even though we have a long way to go,

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we've made significant gains. I might say to those people who were not Clinton/Gore supporters and now are thinking, "Oh my gosh, now the whole country is going to be in the same condition as Arkansas," that a lot of the things said about us were campaign rhetoric, that is, taken out of context or just a part of the whole picture. I cannot say that I have been disappointed about anything Governor Clinton has or has not done. ■

Tom Spencer

President, East Arkansas Community College

I came to this job two and a half years ago from eighteen years at the Arkansas Department of Higher Education; I spent a time as the acting director of the Department, and at one time as the acting director of the vo-tech system. . . .

Where higher education is concerned, Bill Clinton recognized from the beginning that higher education should be a part of education reform in Arkansas. That's not been true in all states. So higher education has been involved in the whole improvement cycle from the beginning, and we've gotten a good bit of financial advancement out of it. State funding for higher education has improved, right along with a dramatic increase in the college-going rate. . . .

Those enrollment increases have been so great because they have occurred throughout the system. Percentage-wise, two-year colleges have had a little more increase, for a number of reasons. . . . But the college-going rate's not the only place we've seen improvement. In the last few years, even with enrollment increases, the state has seen some improvement in ACT scores. . . . There have been concomitant kinds of increases in numbers of students who take the basic general ed core in high school, and so on. . . .

Bill Clinton really has understood that community colleges serve a different clientele, that they are access institutions, that they can do both the academic transfer and the occupational programs and serve people that really wouldn't be served otherwise. In Arkansas, our community colleges were built late, and they really serve people who would not be served otherwise. I think, frankly, that nationally, community college people forget that purpose. When you look at our schools and the attendance patterns in their areas, it's very clear that our enrollment is almost a net increase in college going. While he's never attended a community college or worked in one, Clinton has been sympathetic and supportive to us. . . .

Arkansas is a small state, so everybody in a higher education leadership position has had personal interaction with him. Once I sat in a group where he and Hillary together were trying to hammer out a policy on welfare, for example. In that instance, he went through an organized, planned process of bringing in his department heads, some people from outside, trying to build a good, rational policy. It led to Arkansas being one of the early states to get a waiver of federal policy that would make it possible for an individual receiving certain kinds of benefits to be in college without losing those benefits. . . .

After watching the national press cover him, what strikes me is that reporters want a simple, quick, easy sort of analysis of the candidates. You really can't do that with Bill Clinton. He's an extremely complex, intelligent, capable person, and he has that balance going all of the time — between the idealism, which is so much a part of him, and the political realities, which he's learned as a good, professional, practicing politician. He's a very stable, reliable person, which I thought was interesting, because that's the very thing that the Republican campaign tried to attack him on. But people in Arkansas, who've been around him for a long time, know that experienced as he is, he's the kind of person you can be comfortable with. ■

John Griffith

President, Arkansas College

I've been in the state four years. I first met Bill Clinton at the end of my first month, when he came to give the address on the eve of my inauguration. His talk focused on education. I recently reviewed that talk and was struck by three things that have proved to be true in working with him over the years. The first is that he has a very clear vision, which he holds to. You know where he stands, and it doesn't change. That's refreshing.

Second, he sees education as a system, and by that I mean he comes at it with a holistic perspective. In this state, he has worked at both ends of the candle, if you will: He has done a great deal to move more young people into education, making sure they graduate from high school, that enrollment in colleges and universities increases, and to develop a strong community college system. Increasing access is very much an agenda and priority for him. Then, at other end, he has worked hard to increase standards so students who are capable are able to reach higher. You see it at the secondary school level, first, in the change in standards for graduation for those planning to go on to higher education and, second, in the establishment of the Academic Challenge Scholarship Program, which sets high standards for achievement and provides financial incentives.

One interesting initiative this past year — something that both Governor Clinton and his wife worked on — is the establishment of the Arkansas School of Math and Science. It's another indication of his commitment to high-quality, rigorous education. In the past there's been a brain drain from Arkansas, many of the strongest young people have sought to go out of state for higher education. That's changing, and rapidly.

Third, we have in Governor Clinton someone

who's very balanced. His own education, of course, began at a public institution, the University of Arkansas, and his graduate education was in private higher education. He understands the importance of that "two-party system" in maintaining strength and viability. The way the Academic Challenge Scholarship Program is structured, students can take those scholarships to *private* colleges as well as to public colleges and universities. It's been somewhat of an uphill battle for private institutions here, but we felt in Clinton a supporter. . . .

With regard to personal contact, I was very much involved in the School of Math and Science initiative. What struck me is where I started: He holds to a vision. He brings people to the table around it and has the charisma to infect others with excitement for it.

Governor Clinton's also a good deal of fun to be with. He has the ability to engage the person whom he's with in a very direct manner. That's a gift. He listens, and you get a sense that he responds. . . .

Mrs. Clinton is a remarkable person in her own right. She chaired the programs that fleshed out that School of Math and Science. Also, she worked for the law firm that is the legal counsel to Arkansas College, and I had the privilege of working with her on a number of legal projects here. She is extremely bright, and she is a real partner with him in education. It'll be interesting to see if she carves out a role there — I would suspect she would. She's certainly provided some very important leadership for education in this state. ■

Ann H. Die

President, Hendrix College

I came to Hendrix in July 1992, so I can tell you some things I know and some things that are part of the campus culture. . . . Faculty on this campus acknowledge that Governor Clinton has had a significant impact on both the college-going rate in the state and on the preparation of students who enter higher education. And he's done that in a number of ways, mostly through reforms of the K-12 system, such as a mandatory assessment and placement program for new students who come into the public school system. Faculty tell me that over the last ten years, they have seen a significant rise in the math and writing skills of students coming out of Arkansas high schools, both urban and rural. The state also has seen a dramatic increase in the number of AP tests being taken in Arkansas. So not only are we seeing a real drop in the need in both public and private higher education for remediation, we're seeing a sharp increase in the number of students arriving with Advanced Placement and honors courses out of their high school.

Bill Clinton also instituted the Governor's Scholar's Program, in which a hundred outstanding students each year, at least one from each county plus a number chosen at large, receive a $2,000 scholarship to go to college in the state. . . .

One of Clinton's strengths I've noticed since I've been here is that when a program is instituted, he sees to its follow-through. Let me give you a couple of examples. About a month ago, there was a statewide meeting of the Arkansas Governor's Scholars. So these students don't just receive a congratulatory notice at the end of their senior year in high school.

"Not only are we seeing a real drop in the need in both public and private higher education for remediation, we're seeing a sharp increase in the number of students arriving with Advanced Placement and honors courses out of their high school."

They are pulled together for a conference once a year, which honors them and give them an opportunity to work on major issues facing the state and nation. In 1979, Clinton initiated the Arkansas Governor's School, in which 400 students come to Hendrix each summer for six weeks of gifted-and-talented coursework. And each year the Governor comes here and spends time with the students. That is an indicator of his commitment to follow-through. So he not only initiates programs, he stays with them and fans the flames of excitement.

One incident involving Clinton and his support of private higher education will show how unusual a governor he is: A couple of years ago, Hendrix sent out a major proposal to a well-known national foundation. Both Hillary and Bill Clinton met with representatives from the foundation, speaking on behalf of the proposal, how it would benefit education in the state, and the role that Hendrix plays in Arkansas. Here's another example: During a Hendrix fund-raising campaign in the mid-1980s, Clinton sent a letter to be read at the kick-off event, encouraging alumni and friends of the college to support us. He's not a graduate of Hendrix, but he was interested in changing education in the state, and to him that means K-12 *and* public *and* private higher education. . . .

Come January, we will have in the White House *two* people from Arkansas who strongly support education. One of those will be Bill Clinton; the other will be Hillary Clinton. She was the commencement speaker at Hendrix last May and received an honorary degree. I was not president then, but I have read the text of her speech. Its message emphasized the importance of education. She also urged students to be socially and personally responsible as adults. Hillary Clinton is known in this state as a first-class intellect. I think they are going to be an interesting team, this couple, because they both support initiatives in K-12 and in higher education. . . .

I think things will be different in this administration. We're going to see Hillary Clinton redefine what it means to be a First Lady. I think we'll see her bring forward initiatives unlike any we've seen a First Lady take on before. I also think that whether we're talking about Hillary and Bill Clinton or about Al Gore and Bill Clinton, we're going to see a new meaning to the word "team." ■

ARE FRIENDSHIPS ENOUGH?

Student Race Relations on Four Campuses

by Stephen S. Weiner

Relations on campuses among students of different ethnic groups have gone sour. This is the message coming to us from the media. But is the message true?

Let's examine some data, drawn from published studies, in which students were asked directly about the nature and intensity of interpersonal and intergroup student relations at four universities: Stanford University; San Francisco State University; the University of California, Los Angeles; and the University of California, Berkeley. Then I'll offer some hunches of my own.

All four campuses are located in urban areas within California, are large institutions, and offer undergraduate and graduate programs. Importantly, each has a highly diverse student body (about 50 percent white). It is for that reason their data are worth considering, because many more institutions soon will have student bodies as diverse.

While an immense amount of data can be found in the studies I'm citing, I've focused on those findings that are most germane and best illuminate relations among students of different ethnicities and races. These data suggest that students are receptive to friendships that cross ethnic lines and see ethnic diversity as an asset of their campus.

Stanford University

The Stanford study was sponsored by the University Committee on Minority Issues, a group appointed by the institution's president and provost and whose final report was published in March 1989. One source of their data was a survey conducted by SRI, to which slightly more than 1,200 Stanford students responded.

Group attitudes. On one question, students were asked to react to the statement, "Most nonminority students at Stanford tend to be prejudiced against racial/ethnic minorities." Fifty-seven (57) percent of all responding black, Mexican-American, and American Indian students said they *do not* believe most white students are prejudiced; neither do 73 percent of the Asian-American students and 82 percent of the white students. (Let it be noted: Almost half of the responding black, Mexican-American, and American Indian students *do* believe that most white students are prejudiced against minorities.)

Students were asked to respond to a corollary statement: "Most minority students at Stanford tend to be resentful of nonminorities." Slightly more than half of the black, Mexican-American, and American Indian students disagreed, to one degree or another, that minority students are resentful of their white peers. So did 73 percent of the Asian-American students and 60 percent of the white students.

Stephen S. Weiner is the executive director of the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, PO Box 9990, Mills College, Oakland, CA 94613.

These questions assessed attitudes of groups toward other groups. SRI then asked questions about the individual respondent's own attitudes and behavior toward groups and toward other individual students.

Personal interaction. An overwhelming 91 percent of all the students said they were "quite" or "very" comfortable interacting with people of racial and ethnic groups different from their own. In a related question, minority students were asked whether they felt as comfortable with white students as with members of their own ethnic group: 84 percent of the Asian-American students, 82 percent of the Mexican-American students, 72 percent of the American Indian students, and 67 percent of the black students agreed "strongly" or "somewhat strongly" that they did.

Friendship. With respect to friendships, the SRI report stated:

> A large majority of students of all racial/ethnic groups, ranging from 8 out of 10 blacks and nonminorities to over 9 of 10 in other groups, had at least some close friends at Stanford ("someone with whom you share your problems and joys and spend time with socially") who were in a different racial/ethnic group than their own. . . . Among minorities, different-race close friends were most likely by far to be nonminorities. Also, except for blacks, minorities were more likely to have

nonminority close friends than they were to have same-race close friends.

Seventy-two (72) percent of the black students said they had close friends who were white, and 44 percent of the white students said they had close friends who were black.

Between 80 and 85 percent of the black students said they had close friends who were black, as well as close friends of a different race; the numbers for the Asian-American and Mexican-American students were comparable. Ninety-eight (98) percent of the white students said they had close friends who were white, and just under 80 percent said they had friends of a different race.

Dating. At least 74 percent of students in each minority category had dated a person of a different race. Fifty-seven (57) percent of the white students had done so.

The Stanford experience. Students were asked: "To what extent, if at all, has your Stanford experience improved your ability to interact comfortably with people of racial/ethnic groups different from your own?" Just about two thirds of the responding Asian-American, white, and Mexican-American students and one half of the black students said that their Stanford experience *had improved* that ability "a great deal," "quite a bit," or "somewhat." The remaining students answered that their ability to interact had improved "a little" or "none."

San Francisco State University

The San Francisco State study was conducted in 1989 by the campus Public Research Institute (PRI) for a University Commission on Human Relations appointed by the institution's president. The commission's final report was completed in May 1990. The institute surveyed students, faculty, staff, and administrators. The student findings are based on 400 returned surveys.

Level of feeling. According to the PRI report:

> In the Student Survey, respondents were asked to rate their feelings toward each of fifteen specified groups on a "thermometer scale," with 0 to 40 degrees being "cool" (negative feelings), 50 degrees neutral, and 60 to 100 degrees "warm" (positive feelings). . . . [The findings] suggest:
>
> Overall, students indicate that they feel warmly toward the various campus groups or at least harbor no negative feelings toward them [with fundamentalists being a big exception]. . . .
>
> Collectively, SFSU students express the most negative feelings toward [religious] fundamentalists (54% rate their feelings 40 degrees or cooler toward this group, with 14% saying "zero" degrees). Cool feelings also are expressed toward Arabs (36%), gays/lesbians (26%), Muslims (25%), and Asians (20%).

How serious is the coolness expressed toward these particular groups? The institute sought to measure it by asking, "Holding in mind the group you like least, including any not on the list, would you restrict admissions of this group to the University?" Sixty-five (65) percent opposed restricting the admission of the group they liked least, while 20 percent supported restricting it.

Emphasis on difference. Respondents were asked whether ". . . students on this campus spend too much time emphasizing their differences with students of other groups . . . rather than exploring values and goals they have in common?" About 50 percent of the students agreed that differences are overemphasized, while slightly more than 20 percent disagreed. Faculty responses to this question were much the same as the student responses.

Faculty were asked whether ". . . too much emphasis on affirmative action in hiring and retention carries the risk of lowering the quality of faculty at SFSU." (This question is especially pertinent, since, in recent years, white males have constituted less than half of the faculty hired at San Francisco State.) Thirty-two (32) percent of the faculty agreed that affirmative action threatened faculty quality, 59 percent disagreed, with just 8 percent undecided.

The SFSU experience. Finally, 65 percent of the students "strongly" or "moderately" agreed that "my experience at San Francisco State has improved my ability to interact comfortably with people of other racial/ethnic and cultural groups"; only 12 percent "strongly" or "moderately" disagreed.

University of California, Los Angeles

The UCLA study was conducted for the Chancellor's Council on Diversity in the fall of 1990 by Alexander Astin and the Higher Education Research Institute on campus. Some 2,600 survey responses were returned by students. Faculty and staff were surveyed, as well.

Experiences of discrimination. Astin was able to compare the UCLA findings with a comparable national study. He found that faculty and student respondents at UCLA were considerably more likely to perceive "a lot of racial conflict" than were such groups at other public universities. However, when asked about their own personal experiences, at least two thirds of the undergraduates from all racial/ethnic groups at UCLA said they have "seldom" or "never" been discriminated against because of their race/ethnicity.

Overall, only 18 percent of the UCLA students reported either "frequent" or "occasional" instances of discrimination due to race/ethnicity. Fellow students were twice as likely to be the source of discrimination than were staff, administrators, or faculty. (Of course, students have much more contact with fellow students.) The groups reporting the *most* discrimination were African-American students, at 38 percent, and Pakistani/East Indian students, at 29 percent. Being the target of "insensitive or disparaging comments" appears to be the major source of such discriminatory experiences.

When all respondents were asked to report disparaging comments they overheard, students reported they rarely heard disparaging remarks about people with disabilities; women and minorities were more frequently the target; gay and lesbian students were the most frequent targets.

When the response to hearing disparaging remarks was further

probed by group, the median percentage of responding students who said they had heard such remarks "frequently" was just 20 percent.

Contact across groups. The UCLA study found that interaction across racial lines was commonplace, regardless of one's race or ethnicity. To gauge the depth of student contact among groups, Astin looked at responses to a question about studying together across racial and ethnic lines.

He found that a majority of students from all thirteen of the racial/ethnic groups identified in the survey reported that such studying occurred "frequently," with the median level of response across groups being 61 percent. No less than 80 percent of students in each racial/ethnic group reported studying at least "occasionally" with students of a different ethnic group.

Diversity policy. Astin asked for a response to the statement, "Diversity is good for UCLA and should be actively promoted by students, staff, faculty, and administrators." At least 90 percent of undergraduates, graduate students, staff, and faculty responded that they agreed with that statement either "somewhat" or "strongly." Astin also reported widespread support within all segments of the UCLA community for a variety of specific proposals to improve the climate for diversity.

The most widely accepted proposals had to do with creating more ways for members of different racial/ethnic groups to interact with and learn from one another. Some two thirds of the undergraduates favored requiring at least one general-education course on minorities, women, and people with disabilities; pairing residence hall roommates of different racial/ethnic groups; having more regular meetings between administrators and minority groups; and having more regular meetings between Greek organizations and ethnic/racial groups.

Proposals that appeared separatist in nature were uniformly rejected by all respondent groups. For example, while 5 percent of undergraduates said that reserving special sections of residence halls for particular racial and ethnic groups would *improve* the campus climate for diversity, 84 percent believed that it would *worsen* the climate.

Price of diversity. A significant minority of students also believed that a substantial price was being paid for diversity. Close to 40 percent of undergraduates agreed with the contention that affirmative action leads to the hiring of less-qualified faculty, that prestige as a top research university was being sacrificed for diversity, and that emphasizing diversity leads to campus disunity.

University of California, Berkeley

Last, let's consider two studies of the Berkeley campus. (As useful background, recall that the Berkeley campus has had contentious fights over how to allocate the many fewer slots in admissions than there are applicants. It is not uncommon for California high school seniors with straight-A averages to be denied admission to Berkeley.)

The first study was sponsored by the Commission on Responses to a Changing Student Body, a group appointed by the institution's chancellor. The commission engaged the Field Research Corporation to survey both undergraduate and graduate students. Telephone interviews were conducted in early 1990 with some 1,600 undergraduate and 1,000 graduate students.

The Berkeley experience. The students were asked to react to the statement, "[My] experience at UC, Berkeley, has helped make me more comfortable when I interact with people whose backgrounds are very different from my own." Seventy-five (75) percent of the undergraduates agreed (including 41 percent who agreed "strongly"), and 21 percent disagreed (including 7 percent who disagreed "strongly"). The response of graduate students was strongly in the affirmative but slightly less so than among the undergraduates.

The "third experience" of diversity. A second, earlier study was conducted by Troy Duster and the Institute for the Study of Social Change at Berkeley. In 1989, Duster and his colleagues conducted sixty-nine focus group interviews with 291 students on the campus. Some of the focus groups were ethnically homogeneous and some were heterogeneous.

Duster and his colleagues probed deeply the experiences and attitudes of students from each of the four major ethnic groups present on campus and developed new concepts and language to understand what was happening. This is the study of interethnic student relations that has gained the most media notoriety, and one whose full message has been badly garbled in that coverage.

Part of the explanation for the botched coverage lies with the simplistic, unsophisticated, and highly emotional conceptual framework that both the media and the public bring to such issues. Duster comments:

> The familiar questions are these: Are [racial and cultural groups] isolated or interacting, segregating or integrating, fighting or harmonizing, and who is getting ahead or falling behind? It may well be that the most important message in this report, over and above the significance of any set of findings or specific recommendations, is precisely that we have too narrowly conceived the options as either/or, that as a nation we have cast the problem incompletely and thus incorrectly by posing the matter as either one of assimilation to a single, dominant culture where differences merge and disappear vs. a situation where isolated and self-segregated groups, retreating into ethnic and racial enclaves, defeat the very purpose of "attempting diversity."
>
> Our findings are strongly suggestive that these are not the only two alternatives before us. There are many avenues still possible. In this report, we present a vision of one of these avenues as a third and more viable conception, a "third experience" of diversity. . . . This "third experience" of diversity [along cultural and racial lines] is the simultaneous possibility of strong ethnic and racial identities [including ethnically homogeneous affiliations and friendships] alongside a public participation of multiracial and multiethnic contacts that enriches the public and social sphere of life.

Thus, a student can eat lunch

regularly with friends from her own ethnic group, yet also participate enthusiastically in a study group drawn from students of different ethnicities. A student can insist upon only going to dances where music familiar to his ethnic group is played, yet enjoy a dating relationship with a person from a different ethnic group. And it is often the case that while we might view an ethnically homogeneous group of students sitting together as an instance of self-segregation, a member of that group might view it as an experience in diversity because the other students are from a different social class, nation, or generation; hold different political views; or are of a different sex.

According to Duster:

> The third experience of diversity is both idealistic and sometimes realized: It is the experience in which people come together across different cultural experiences, and in that coming together produce an experience that is transcendent, greater than the sum of the individual parts. . . . It is considerably more than the sampling of the cuisines of other cultures, listening to "their" music for a change, or watching others dress or talk differently. It is partly the accommodations and adjustments, but, more importantly, it is a potential mutual enhancement which minimizes the issue of scarce resources. People can come to see one another as resources, recognizing different and complementary competencies.

My Concluding Hunches

These are but a few highlights from studies conducted at four major California campuses. After reviewing them, other literature, and the experience of the Accrediting Commission for Senior Colleges and Universities in working with public and private institutions in California and Hawaii, I offer these four hunches of my own:

- **The good news of positive interpersonal relations on campus often is systematically ignored or discounted.** Some opponents of pro-diversity policies want to believe that the recognition of group differences has led to poisonous relations; to believe otherwise is to undercut the case for their nominally color-blind agenda. Some supporters of diversity also discount the good news, because it undercuts their case for more curricular change, more resources for campus offices dealing with diversity, or accelerated efforts on affirmative action.

- **Perceptions of race/ethnic relations depend on our angle of observation.** The campus picture that the media choose to portray discourages anyone who desires goodwill, friendship, trust, and common effort among members of different ethnic groups on campus. Tension, disputes, sit-ins, name calling, and fights are news; ordinary civility and decency in human relations are not. The portrait that emerges from asking students, faculty, and staff about "campus climate" is somewhat more positive, but even here, opinions are shaped by societal fears, media coverage, and campus controversy.

  By contrast, when we come to asking individuals about their own attitudes and behavior, we strike a remarkably encouraging vein of positive interracial collaboration, many friendships, joint effort on academic and campus projects, and even romance. But, though much of the news from these four campuses is good, we must be cautious in our interpretations. For example, the Duster study found that both white and African-American students at Berkeley want to meet more students from backgrounds different from their own. But, they want those contacts on somewhat different terms: African-American students want classes and programs that structure interethnic contact, while whites want individual, personal contact developed at their own time and leisure.

- **Students are most likely to have positive experiences with diversity when they are members of one of several ethnic groups that are well represented on campus.** To feel "at home," most students need to be part of an ethnic group whose representation on campus is substantial. At the same time, they are attracted by the option of crossing ethnic lines to make new friendships. Where only two ethnic groups are represented, the situation can too easily degenerate into "us" and "them." The presence of several ethnic groups creates more, and easier, paths to collaborative interethnic relations.

- **Finally, we might have to reconsider a basic tenet of American race relations: That if individuals of different ethnic groups become friends, stereotypical beliefs will erode, and race and ethnic relations will improve.** In fact, while interethnic friendship might be necessary to cooperative relations among groups, it is not sufficient. The liberal organization People for the American Way, after reviewing the results of a national telephone survey of 1,170 young people plus in-depth interviews with an additional 78 young people and two focus groups, observed:

  > Personal friendships may contribute to better understanding but do not bridge the gap between groups created by stereotypes and myths. Young white focus group participants told moving stories about friendships with individual blacks, while repeating or assenting to negative cliches pinned on blacks as a group, such as "lazy" or "waiting for a handout."

I believe that for race and ethnic relations in our society to improve, we need not only more friendship but also more knowledge about the economics, politics, sociology, and psychology of race and ethnic relations in the United States and elsewhere. Beyond academic study, we need efforts to discuss attitudes and practices that affect race relations. And we need group projects that cause people to work together across ethnic lines. This suggests that colleges and universities, and especially their faculties, have a precious opportunity to build on the receptivity of students to interethnic understanding and cooperation. Friendships among individuals are taking root on many campuses, but they can only get us part of the way to where we need to be as a society of many colors and cultures. ■

Note

The author's views do not necessarily reflect the views of the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

RETHINKING RETIREMENT

The Emeriti Placement Program offers retiring faculty and administrators fulfilling alternatives.

by Werner Prange

College teaching is not so much a career choice as a way of life, a context within which to continually evaluate and seek affirmation of your self-worth and place in the greater order of things. To consider yourself a "good" teacher, especially in the college or university ranks, indeed requires a healthy ego — healthy enough to believe that what you know, interpret, and can communicate is worth knowing and of value to others.

After spending a career "professing" knowledge to a kaleidoscopic audience of learners, the prospect of retirement and the sudden disappearance of that audience can be understandably unnerving. Some emeriti faculty become downright depressed over the personal reality of retirement, viewing it not as a reward for decades of dedicated service but as a terminal sentence of boredom and diminished self-worth.

Some trepidation toward such a major life change as retirement is natural enough — and even healthy. The prospect of change might indeed arouse a heightened sensitivity and sense of challenge toward the unknown experiences that lie ahead. But to view retirement from one's career-long role in academe as simply the end of the professional line is to ignore increasing opportunities for service, professional growth, and enjoyment available to experienced teachers, researchers, and administrators.

How to spend my "retirement age" years is no longer a theoretical question for me.

I turned sixty-five this year. Yet, I feel as young (or as old) as I did at thirty-eight, when I packed up my wife, five children, and a trunkload of diapers and trekked across the country from the Midwest to California to serve my internship in academic administration. The year was 1965, but it seems like only yesterday. A member of the first class of ACE Fellows, I was headed for Cal State-Fullerton to work under my mentor president, Bill Langsdorf.

Since then, I have served variously as dean, vice chancellor, and director of a consortium of universities, finally returning to the classroom — and to the Midwest. But throughout all the changes of my personal life and career, even amid the heavy seas that have battered the higher education establishment in recent years, my life has been anchored in the campus community, the rhythm of my days synchronized with the tempo of the academic calendar.

Werner Prange is professor of humanistic studies at the University of Wisconsin-Green Bay, Green Bay, WI 54311, and chairman of the board, National Faculty Exchange.

What happens next? For the moment, fortunately, I don't have to decide; Wisconsin tossed out a policy of mandatory retirement at age sixty-five some years ago. Even in an era of retrenchment, of market-driven curricula, my academic home and my faculty position are secure. For now, I want nothing more than to continue in the work I love while I build a foundation for perhaps even greater satisfaction and service in the years ahead. But I know the day will come when it will be time to leave the familiar schedule behind, time to shift into a new rhythm and explore new opportunities.

A Place for Emeriti

I am optimistic enough to believe that I have already put a few essential foundation stones into place. I have great hopes for Worldwide Translation Services, Inc., a fledgling company I have helped to organize. But I've also had a hand in organizing another network of somewhat greater proportions that I hope will provide me — and hundreds of others like me — an even better avenue for rethinking and reshaping my career.

Some time ago, I helped to form the National Faculty Exchange (NFE), and for the last few years I have served as chairman of its board of directors. NFE is a consortium that actively brokers, on

a multilateral basis, the exchange of faculty and administrators among U.S. and Canadian colleges and universities.

Institutional need. Among NFE's projects is the Emeriti Placement Program (EPP), which brings retired professors and administrators back into the workplace, at locations and for time periods that best suit their needs and lifestyle. In its first full year of operation, an EPP pilot program has created a database of more than 500 educators who are experienced, mobile, and able to serve institutions as short-term instructors and administrators. Several of these individuals have been placed on assignment for the 1992-93 academic year. To date, close to 100 institutions have access to the database, having paid a modest annual subscription fee.

EPP's goal is twofold: to develop a comprehensive database of those educators annually retiring from higher education for whom the shuffleboard court or golf club does not necessarily symbolize "the good life," and to build a diverse, national user group of colleges and universities. Before long, I will be looking for an assignment somewhere within that network.

But those of us who have served our campuses for thirty or forty years are not alone in needing to take a fresh look at retirement. The convergence of several trends in higher education has laid the issue squarely on the desks of deans and presidents.

The first of these trends has been evident for several years: Fewer students are selecting higher education as a career. As long ago as 1987, Kenneth Mortimer, then vice president of Penn State, noted: "Some twenty years ago, 1.8 percent of entering freshmen were interested in academic careers. Today only a minuscule 0.2 percent want anything to do with the poor job prospects and salaries." Yet the student body to be served continues to grow. Fall 1991 enrollment reached an all-time high of 13.5 million students nationwide.

The demographic profile of current faculty gives additional cause for alarm. Researchers Howard Bowen and Jack Schuster, in their 1986 book *American Professors: A National Resource Imperiled*, warned that higher education was facing an impending faculty shortage. The authors concluded that the rush to retirement, combined with rising enrollments, will necessitate 700,000 new appointments by the year 2010.

Already, a 1990 ACE survey revealed that existing faculty shortages had worsened in the previous year and were anticipated to reach a critical level by 1994 or 1995. A similar ACE survey released in 1991 reported that one third to one half of institutions were experiencing faculty shortages in one or more disciplines.

For Further Information About National Faculty Exchange

To receive information about the Emeriti Placement Program, the National Faculty Exchange, or the Clearinghouse for International Faculty and Staff Exchange, contact Bette Worley, President, National Faculty Exchange, 4656 West Jefferson Blvd., Suite 140, Fort Wayne, IN 46804; fax 219/436-2634.

The Emeriti Placement Program can help offset these shortages by keeping retiring educators in the system for a few more years.

Global opportunities. Clearly, the prospect of losing productive educators due to existing retirement policies and practices is a matter of considerable institutional concern. But an equally important reason for rethinking retirement relates to the social, economic, and intellectual future of our increasingly interdependent global society.

As whole nations and societies dissolve and re-form, as the world population grows and diversifies, as information multiplies exponentially, as technology explodes into unforeseen dimensions, faculty and administrators have an unprecedented responsibility to educate today's learners for a future that can barely be envisioned, let alone defined with any accuracy. More than ever before, today's students need and deserve teachers and administrators who have "been there" and who can help both anticipate and shape the future.

The National Faculty Exchange, in cooperation with the International Student Exchange Program (ISEP) at Georgetown University, has recently implemented worldwide opportunities for the exchange of faculty and administrators, including retiring educators. The Clearinghouse for International Faculty and Staff Exchange (CIFSE) is available to anyone registered with the Emeriti Placement Program, thus giving retired university personnel the chance to make use of their experience, skill, and knowledge throughout the world.

Changing Attitudes

Whether through our own efforts or through more organized, expansive networks such as NFE's Emeriti Placement services, we all need to rethink our retirement. We need to wake up the world to our skills as teachers, researchers, experienced problem solvers, and mentors for young minds. And we must help the academic and business communities to rethink their institutional perceptions and policies that so often lead them to undervalue or discard their riches of human resources.

It is not self-delusion; it is economic reality. Our knowledge and experience are commodities that neither we nor the world can afford to waste. As more of us rethink and reshape our post-retirement careers, we can collectively influence bureaucratic attitudes and policies that too often equate grey-headed experience with obsolescence.

I, for one, have "been there," and I plan to play a role in shaping the future. The alternative is to let habit and circumstance put me in a box and close the lid, simply because some archaic set of policies and cultural rituals dictates it. To do that is intellectual suicide.

No. When my time comes, I'm choosing the cross-country trek to a new campus assignment — but this time without the diapers. ■

Assessment Forum

Principles of Good Practice

This month's *Bulletin* contains an insert — *Principles of Good Practice for Assessing Student Learning* — developed by twelve members of an "assessment leadership council" that meets under the auspices of the AAHE Assessment Forum. Established with support from FIPSE, the group has met over the past three years to discuss issues such as the assessment of general education, the links between assessment and the quality movement, and the incorporation of assessment requirements into accreditation guidelines. According to former AAHE Assessment Forum director Pat Hutchings, during these discussions, the group became interested "in the fact that our views of such issues — though divergent in many ways — were shaped by underlying principles that all of us share."

The *Principles* are an attempt to articulate those shared views. The product of a year of discussion and dozens of drafts and revisions based on feedback from campus practitioners, the *Principles* are designed to synthesize the "wisdom of practice" and invite further statements about the responsible and effective conduct of assessment.

Publication of the *Principles* is being supported by the Exxon Education Foundation. The document may be copied without restriction. Packets of twenty-five are available **free while supplies last** by faxing or writing: Assessment Principles, c/o AAHE, fax 202/293-0073.

Conference Proposals

It's not too late to get on the program at AAHE's Conference on Assessment in Higher Education, scheduled for June 9-12, 1993, in Chicago! The proposal deadline is **January 11.** See the November *Bulletin* for details or call Karl Schilling, Assessment Forum director, or Elizabeth Brooks, project assistant, at 202/293-6440.

The Forum is open to a wide variety of topics and presentation formats. Of particular interest are proposals that feature the use of assessment data for programmatic change or that use assessment as part of a campus continuous quality improvement (CQI) program.

Free Book!

Long-time AAHE member Clifford Adelman, senior associate at the Office of Educational Research, has informed us that *Signs and Traces: Model Indicators of Learning in the Disciplines* has been reprinted and is available free by writing to the Office of Educational Research, Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208. ■

Education Roundtable

Leadership Group Meeting

AAHE's Education Roundtable is a new initiative aimed at increasing higher education's strategic involvement — at both the local and national levels — in the current effort to improve the nation's public schools. The program is funded by Lilly Endowment, Inc., and The Pew Charitable Trusts.

Roundtable director Kati Haycock has invited a dozen college presidents and several K-12 leaders to a Leadership Group meeting in St. Louis, January 7-8, 1993. Participants will help to determine an action agenda for the Roundtable, to benefit colleges working collaboratively with local school systems to improve student achievement in their home communities, as well as benefit colleges and universities collectively by influencing reform strategies nationally. ■

AAHE in Action

Registration Deadline. 1993 Conference on Faculty Roles and Rewards. See September *Bulletin* for details or contact Kristin Reck. *January 8, 1993.*

Proposal Deadline and Commissioned Paper Deadline. 1993 Assessment Conference. See the November 1992 *Bulletin* for details or contact Karl Schilling. *January 11, 1993.*

Faculty Roles and Rewards Conference. San Antonio, TX. *January 29-31, 1993.*

Early Registration Deadline. 1993 National Conference. Registration increases $20. Refer to conference preview, sent to all AAHE members in early December, for details. *February 19, 1993.*

Registration Refund Deadline. 1993 National Conference. Requests must be in writing and postmarked by the deadline. Refer to conference preview, sent to all AAHE members in early December, for details. *February 19, 1993.*

Discount Hotel Rate Deadline. 1993 National Conference. Refer to conference preview, sent to all members in early December, for details. *February 21, 1993.*

1993 National Conference. Washington, DC. *March 14-17, 1993.*

1993 Assessment Conference. Chicago, IL. *June 9-12, 1993.*

1993 School/College Conference. Pittsburgh, PA. *December 4-8, 1993.*

RE:

In this issue, the *Bulletin* is trying out a new "AAHE News" feature called **RE:**. Similar to a classified ad or interoffice memo, the item aims to encourage communication among AAHE members and to serve as an informal "education clearinghouse," facilitating the exchange of information and resources.

We invite AAHE members who would like to connect with their colleagues to submit items to **RE:**. In a few words, describe the information/material you need and include an address where it should be sent, including a contact name.

This month, AAHE has a request of its own:

• The Office of School/College Collaboration would like to hear about established teaching and learning centers where college faculty and K-12 personnel work together to accomplish similar educational goals. Contact Carol Stoel, Director, at AAHE. ■

Bulletin Board

by Ted Marchese

Read

Cole

the Oryx

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, it's your column.

PEOPLE: It's a special event when an alma mater (Michigan) picks a friend of yours at the end of a long search, so allow my holiday cheers for **Jim Renick**, new chancellor of UM-Dearborn . . . the post, indeed, passes from one AAHE Board member to another, with Jim succeeding our current chair, **Blenda Wilson**, now at CSU-Northridge. . . . Next month, Blenda and a dozen other presidents — including **Dale Lick** of Florida State, **Judith Ramaley** of Portland State, and **Earl Lazerson** of SIU-Edwardsville, along with **Frank Newman** of ECS — will meet with K-12 education leaders in St. Louis, January 7-8, the founding meeting of AAHE's Education Roundtable, a new effort to deepen the involvement of higher education in the school reform movement (see "AAHE News").

MORE CHAIRS: Morris Keeton — he chaired our Board in 1972-73, when he was *already* the admired guru of adult learning — has a bushelful of new projects under way at Maryland's Institute for Research on Adults in Higher Education. . . . In his honor, each year CAEL offers a Morris T. Keeton Adult and Experiential Learning Award (Morris was CAEL's founding president), with this year's award going to Sister **Joel Read** of Alverno — AAHE's Board chair in 1976-77. . . . Between Morris and Joel, in 1974-75, **K. Patricia Cross** headed our Board . . . about whom I learned an interesting fact recently: that her best-known book, *Adults as Learners*, is the all-time best-selling Jossey-Bass book on higher education, at 35,000 copies . . . in recognition of that and other fine works, ASHE last month awarded her its Howard Bowen Distinguished Career Award — named for our 1975-76 Board chair, the late **Howard Bowen**.

MORE PEOPLE: Spelman's **Johnnetta Cole** heads the Clinton transition team putting together policy and staffing for education and labor. . . . **Carol Boyer** moving from Baltimore to the Twin Cities, new assistant dean for planning, program development, and administration of the Ed school at Minnesota. . . . **Dick Johnson** took retirement from the Exxon Education Foundation, now is masterminding development of a four-year institution in downtown Dallas on behalf of the Alliance for Higher Education, a very active consortium in North Texas. . . . **Barbara Brown Packer** moves from UC-Davis to an assistant academic deanship at Lasell College, an innovative women's college in Newton, MA, focused on "connected learning." . . . **Allen Koenig** writes that he and other veteran administrators have set up a new national Registry of Interim College & University Presidents, serving institutions for whom such an appointment makes sense . . . reach Allen at (714) 281-8086.

PUBLISHERS: Without doubt, the dominant higher education book publisher in the U.S. these past 25 years has been Jossey-Bass, Publishers, which has brought to market more than 900 titles. . . . When he retired, founder **Allen Jossey-Bass** sold the firm to the Maxwell interests but (fortunately) the firm enjoys good legal protections from the litigation surrounding that deceased financier's estate. . . . Less fortunate has been industry giant Macmillan, now ensnarled in the bankruptcy proceeding. . . . This in part led to a decision by ACE to seek a new publishing partner, which turns out to be The Oryx Press (of Arizona). . . . ACE/Oryx will market and distribute the former ACE/Macmillan line, while it aggressively seeks new manuscripts. . . . Meanwhile, a new competitor of note looms on the horizon: the Johns Hopkins University Press, which has actively been pursuing authors and manuscripts for a higher education series of its own.

AT ASHE: The Association for the Study of Higher Education — once an AAHE caucus — enjoyed a big turnout for its annual meeting last month in Minneapolis. . . . Michigan's **Michael Nettles** took over the presidency from **Shirley Clark** of the Oregon state board, with ACE's **Elaine El-Khawas** the president-elect. . . . **Zelda Gamson** was her usual wise self as keynoter. . . . Special recognitions went to **Ernest Boyer** and **Joan Stark** for their contributions to knowledge, and to Michigan graduate **Martha Stassen** for dissertation of the year. . . . The January *Bulletin* is taken up with the preliminary program for AAHE's 1993 National Conference, which means we'll be back here in February. . . . Happy holidays! ■

ANNOUNCING

Two Upcoming Conferences

Two Chances to Meet Your Colleagues

Faculty Roles and Rewards. While perceived inequities in the faculty reward system have fueled campus debates for many years, the issue has only recently begun to receive national attention. Inside the academy, faculty work — and the workplace itself — is changing, and new ideas about how to describe, document, and evaluate that work are taking hold in institutions both large and small.

Join us in San Antonio, TX, January 29-31, 1993, for the first conference sponsored by AAHE's new Forum on Faculty Roles and Rewards. Presenters and conferees will address four major themes (tracks): Faculty Work and How It Is Changing; Approaches to Documentation and Evaluation; Faculty Incentives and Rewards; and Points of Leverage and Catalysts for Change.

In addition to formal presentations and panels, numerous roundtable discussions, in-depth case discussions, working sessions, and informal dialogues are planned. Presenters include **Larry Braskamp, Carol Cartwright, Robert Heterick, Clara Lovett, Ernest Lynton, William Massy, R. Eugene Rice, Lee Shulman,** and **David Ward.**

Campuses are encouraged to send provost-led teams. Conference enrollment is limited to 500, so register now! Registration deadline is *January 8, 1993.* Contact Kristin Reck, project assistant, for registration materials.

National Conference on Higher Education. AAHE's 1993 National Conference on Higher Education is scheduled for March 14-17, 1993, in Washington, DC. The conference theme, "Reinventing Community," underscores the growing belief that the time has come for genuine social intervention in higher education. Creative educators are inventing new forms and techniques of collaboration — from new pedagogies of collaborative learning to innovative management practices like TQM. Out of these efforts, new forms and conceptions of community are emerging.

Join a diverse group of some 1,800 faculty and administrators from all sectors and interested parties from the press, foundations, government, and other agencies for a discussion of the role of higher education in this new community. Presenters include **Alison Bernstein, K. Patricia Cross, Janet Dickerson, Amitai Etzioni, Steven Gilbert, Gerald Graff, Shirley Malcolm,** Keynoter **Parker Palmer, Steven Sample, Daniel Yankelovich,** and **Kosaku Yoshida.**

Registration materials were sent to all AAHE members at the beginning of December. To take advantage of discounted registration fees, sign up by *February 19, 1993;* register after that date for an additional $20. Watch for the Preliminary Program in next month's *Bulletin.* ■

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

MEMBERSHIP (Choose one)
Regular: ☐ 1 yr, $75 ☐ 2 yrs, $145 ☐ 3 yrs, $215
Retired: ☐ 1 yr, $45 Student: ☐ 1 yr, $45
(For all categories, add $8/year for membership outside the U.S.)

CAUCUSES (For AAHE members; choose same number of years as above)

Amer. Indian/Alaska Native:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30
Asian/Pacific American:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
Black:	☐ 1 yr, $15	☐ 2 yrs, $30	☐ 3 yrs, $45
Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

Name (Dr./Mr./Ms.) _____ ☐ M/☐ F

Position _____

Institution/Organization _____

Address (☐ home/☐ work) _____

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City _____ St _____ Zip _____

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Moving? Clip out the label below and send it, marked with your new address, to "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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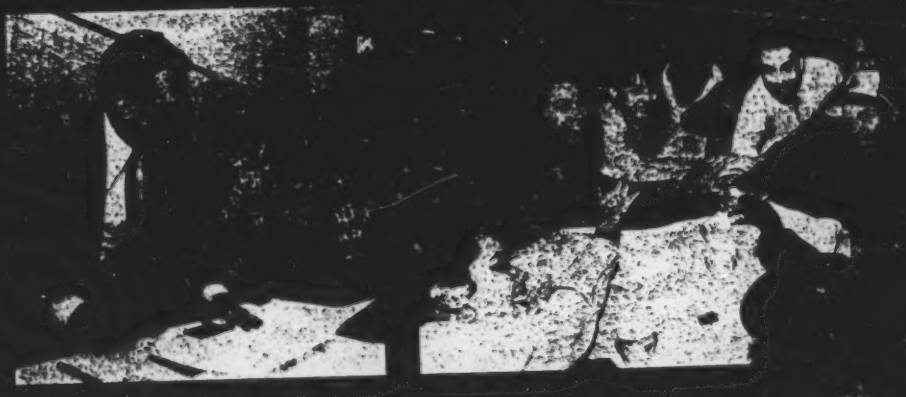
JANUARY/1993 VOLUME 45/NUMBER 5

B U L L E T I N

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

REINVENTING COMMUNITY

SUSTAINING IMPROVEMENT DURING HARD TIMES



1993 NATIONAL CONFERENCE ON HIGHER EDUCATION

AMERICAN ASSOCIATION FOR HIGHER EDUCATION
MARCH 14-17, 1993
WASHINGTON, DC

BEST COPY AVAILABLE

In this issue:

This January 1993 *AAHE Bulletin* is a special issue devoted entirely to AAHE's 1993 National Conference on Higher Education. Next month the *Bulletin* will return to its usual pursuits — interviews, essays, and how-to articles addressing the practical concerns of faculty and administrators.

If you are among the 15,000+ nonmembers seeing the *AAHE Bulletin* for the first time, let me explain that the American Association for Higher Education is a national organization of individuals from all sectors and positions dedicated to improving the quality of higher education. Each January, the Association's monthly newsletter — the *AAHE Bulletin* — is dedicated to the preliminary program of AAHE's upcoming, annual National Conference on Higher Education, the event that most fully expresses AAHE's values.

If you're not already a member, we hope you will consider joining AAHE. For more about the Association and its benefits (including significant savings on conference registration), see the box on page 4. And to members and nonmembers alike, we hope to see you March 14-17 in Washington, D.C.! **—BP**

1993 NATIONAL CONFERENCE ON HIGHER EDUCATION

3 **"Reinventing Community: Sustaining Improvement During Hard Times"**

5 **Preliminary Program**/a day-by-day listing of events scheduled as of press time

16 **Workshops**/this year's twenty-six Professional Development Workshops

20 **Ticketed Activities**/events requiring advance registration and additional fees

21 **Exhibits, Etc.**/more conference details

22 **Hotel, Registration Instructions**/help completing the enclosed Registration and Hotel Reservation Forms

AND MORE . . .

4 **About AAHE**/join the Association now, and save up to $80 on your conference registration and begin receiving the benefits of membership

5 **Symposium on School/College Collaboration**

6 **Special Gathering for Department Chairs**

8 **Forum on Exemplary Teaching**/a special program for faculty

10 **Colloquium on the Effective Academic Department**

AAHE BULLETIN
January 1993/Volume 45/Number 5

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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REINVENTING COMMUNITY

Sustaining Improvement During Hard Times

March 14-17, 1993 ■ Washington, DC

The AAHE National Conference on Higher Education annually draws some 1,800 faculty, administrators, and others who share a commitment to improving the enterprise called "higher education." In more than 200 plenary and concurrent sessions, workshops, meetings, and social occasions, these participants will enjoy a host of opportunities — to gain new insights and perspectives on cutting-edge issues . . . to see the "big picture," as well as acquire the practical tools needed to increase personal and institutional effectiveness . . . to network with colleagues who share similar interests and responsibilities.

Each year, AAHE builds the program of its National Conference around a timely theme — this year, "Reinventing Community" — supplemented by dozens of sessions on other important topics. This preliminary program provides a chronological listing of all activities in place at press time, with more sessions and activities to be confirmed in the coming weeks.

Of note: AAHE has extended an invitation to President-Elect **Bill Clinton** to address the conference. Key Clinton advisors on education policy also have been invited.

THE 1993 THEME

This year's theme is **"Reinventing Community: Sustaining Improvement During Hard Times."** Why this theme now? Despite current conditions, maybe even because of them, many people believe it's time for genuine social invention in higher education. A spirit of creativity, empowerment, and community is growing on campuses, leading to improvement efforts in individual courses, in departments and other administrative subunits, on campuses as a whole, and in the relationships between campuses and their surrounding communities.

The theme of community building and improvement runs throughout the conference, beginning with the keynote address by author and lecturer **Parker Palmer.** As he observed in an interview in the September 1992 *AAHE Bulletin*, during times of declining institutional resources, "people start discovering each other and their need for each other, . . . coming out of privatized academic lives into various forms of academic community." Palmer's 1987 presentation on community is still one of the most widely acclaimed sessions ever presented at an AAHE National Conference.

THEMATIC CLUSTERS

Beyond the Sunday evening keynote address, many sessions on Monday, Tuesday, and Wednesday will echo the theme of "Reinventing Community," clustered along seven theme-related tracks. Keeping those clusters in mind may be useful as you read through the chronological listing of sessions that follows. Those clusters, together with some illustrative sessions, are:

(1) Higher Education and Society: Rewriting the Contract

Do we need to find a new balance between the rights and responsibilities that form the basis of the contract between society and its public institutions? At a Monday morning plenary session, **Alison Bernstein, Amitai Etzioni,** and **Daniel Yankelovich** will examine that question, with special emphasis on its implications for colleges and universities. The need to "rewrite the contract" also will be considered in sessions on the outlook for public support of higher education, and President-Elect Clinton's call for linking student aid to public service.

(2) Campuses and Their Communities

Across the country, campus professionals are finding new ways to serve both their local communities and society at large. In Los Angeles, for example, the University of Southern California is playing a key role in the rebuilding of that city following last year's riots. You'll hear about the effort from USC's president, **Steven Sample** (and, it is hoped, from **Peter Ueberroth**). You'll also hear from a panel of humanities scholars, consisting of **Gerald Graff, Lucius Outlaw, Judith Rényi,** and **Tom Holt,** about their perceptions of the public responsibilities of the humanities professions. Other sessions in this cluster will explore connections between student community service and community development.

Invited . . .

President-Elect **Bill Clinton** has been invited to address the 1993 National Conference.

(3) Community as Pedagogy

New forms of collaboration in the classroom — such as Classroom Research — are attracting fresh attention with their impressive power and promise. Speakers such as **K. Patricia Cross** will help you consider the impact of seven years of Classroom Research in higher education. Cross and **Tom Angelo** will host a Sunday afternoon "Readers' Theater"; breakout sessions later in the con-

ference will provide further insights. In this same cluster, multiple sessions also are scheduled around issues of collaborative and cooperative learning, residential colleges, and other approaches to organizing student learning groups.

(4) New Technologies, New Forms of Community

Several sessions at the 1993 conference will prompt you to think hard about how emergent technologies affect community life, starting with **Steve Gilbert** and **Susan Saltrick**'s provocative Monday morning session on the question of whether "connectivity" can support community. Other sessions will examine efforts to involve faculty in electronic communications that cut across disciplinary and institutional lines; the social ethics of electronic communications; and the relatively new concept of information literacy.

(5) Redefining Faculty Responsibilities

Inside the academy, faculty work — and the workplace itself — is changing, and new ideas about how to describe, document, and evaluate that work are taking root. Sessions in this cluster will deal with issues of faculty workload, preparing for careers as college teachers, part-time faculty, mentoring and other support programs for junior faculty, faculty evaluation, faculty development, and more. The relationship between faculty work and rewards is the focus of AAHE's new FIPSE-supported project — the AAHE Forum on Faculty Roles and Rewards. By the time the 1993 National Conference convenes in Washington, DC, the Forum will have completed a late-January special-interest conference of its own in San Antonio. You'll hear about the Forum's work from AAHE's president, **Russell Edgerton,** with commentary on the state of the national conversation about academic reward systems.

(6) Conceptions of Community: Cultures of Coherence

Demographic diversity, even when accompanied by efforts to diversify the curriculum, doesn't guarantee intergroup harmony on campus. As campuses become more diverse, the search for new conceptions of community as a framework for campus decision making takes on added importance. In one of the largest clusters of the 1993 conference, multiple sessions and briefings will explore new ways of thinking about community. **Patrick Hill,** who has written about the issue in *Change*, will put forward a notion of community based upon conflict. **Arthur Levine** will lead a panel that examines the question of how the campus conversation about multiculturalism in the curriculum is changing. Additional sessions will address issues of race, gender, sexual preference, and other campus life issues, especially in light of the recent Supreme Court decision about campus codes for conduct and speech.

(7) Leadership and Community Building

The concept of sustaining improvement during hard times often translates into creative leadership and organizational arrangements. In this cluster, **Kosaku Yoshida** will examine the implications of Deming's management philosophy for higher education; other sessions and workshops also will look at TQM. **Janet Smith Dickerson** will speak about the need to develop a new balance between academic and student services as they try to build community on campus. Management and leadership practices also will be the focus of a Monday afternoon **Colloquium on the Effective Academic Department** and a Sunday **Faculty Senate Leadership Retreat.**

Study the program, mark your calendar for March 14-17, 1993, in Washington, DC, and register *now* to take advantage of reduced weekend airfares and special hotel rates. ■

About AAHE

The American Association for Higher Education (AAHE) is a membership association of more than 8,000 individuals interested in improving the effectiveness of the higher education enterprise as a whole and their own effectiveness in their particular setting. Members come from all sectors and positions in the higher education community — faculty and administrators, foundation and government officials, students and trustees.

AAHE's flagship event is the National Conference on Higher Education.

AAHE also publishes *Change* magazine, the *AAHE Bulletin*, monographs, conference papers, directories, and resource guides. The Association is also home to several special projects — the AAHE Assessment Forum, the Office of School/College Collaboration, the Forum on Faculty Roles and Rewards, each of which sponsors a conference of its own; the Education Roundtable; the AAHE Teaching Initiative; and Community Compacts for Student Success.

Member Benefits

AAHE members receive free subscriptions to *Change* and the *AAHE Bulletin* and discounts on all other AAHE publications. Members also receive significant discounts on registration to all of AAHE's conferences, and they get access to the consulting, networking, and information resources of the Association's special projects.

Members also may participate in AAHE's special-interest networks — the Caucuses and the Action Communities. Sessions and other events sponsored by these networks are noted in the preliminary program.

Caucuses: The AAHE Caucuses are formal organizations for AAHE members interested in minority issues. You don't have to be a member of an AAHE Caucus to attend its open events; however, do consider joining one or more Caucuses on the enclosed Registration Form. Joining a Caucus supports its efforts and enables it to continue to sponsor conference activities. (You must be an AAHE member to join a Caucus.) AAHE currently offers membership in the following Caucuses: American Indian/Alaska Native; Asian Pacific; Black; Hispanic; Lesbian/Gay; Student; and Women's.

Action Communities: AAHE's Action Communities provide members with informal networks for collaborative problem solving. Action Communities hold open meetings at the conference, and some also sponsor additional sessions. Current topics include Classroom Research, Information Literacy, Collaborative Learning, and more.

Annual membership in AAHE is just $75. Join today on your conference Registration Form and save up to $80 on conference fees.

PRELIMINARY PROGRAM

Below is a chronological listing of the sessions and other events in place as of press time; additional program offerings will be confirmed over the coming weeks. All registrants will receive a final Conference Program book on site. All events are open unless noted otherwise.

SATURDAY, MARCH 13

Preconference Activities

10:00 AM-3:00 PM

Symposium on School/College Collaboration
Note: Fee and advance registration required. See box below for details.

1:00-4:00 PM

AAHE Black Caucus Career Development Seminar
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

1:00-5:00 PM

Highlights of Washington Bus Tour
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

1:30-4:30 PM

AAHE Hispanic Caucus Professional Development Seminar: "Professional Destinations: Inward, Outward, Onward"
Note: Open to caucus members only. Advance registration required. See "Ticketed Activities" on page 20 for details.

3:00-4:00 PM

Museum Tour of The Phillips Collection
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

3:00-5:00 PM

AAHE Forum on Exemplary Teaching: Seminar
Note: Special registration required. See page 8 for details.

6:00 PM

AAHE Forum on Exemplary Teaching: Dinner
Note: Special registration required. See page 8 for details.

7:30-10:30 PM

Capitol City at Twilight Tour
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

SUNDAY, MARCH 14

8:30 AM-12:30 PM

Professional Development Workshop S-10
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

8:30 AM-1:30 PM

AAHE Hispanic Caucus Forum and Luncheon: "Architects for Change"
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

Symposium on School/College Collaboration

National Standards and Systemic Education Reform: What Is Higher Education's Role?

Saturday, March 13, 10:00 AM-3:00 PM

How does the higher education community understand the nature and direction of "systemic" education reform, its relation to national standards, and the role through school/college collaboration that higher education needs to play? These questions will serve as the focus for presentations and audience discussions during this day-long preconference session, sponsored by AAHE's School/College Group.

The target of this special symposium is AAHE's school/college constituency, including campus-wide collaboration coordinators, project directors, faculty members, and others at all levels involved or interested in the future of such partnerships.

At the session, AAHE's school/college collaboration staff will offer a preview of the program for AAHE's next National Conference on School/College Collaboration, in Pittsburgh on December 4-8, 1993, and they will lay out the new directions that AAHE's school/college collaborative work will take over the next two years.

Organizers: Nevin Brown, Kati Haycock, and Carol Stoel, Directors, AAHE's School/College Group, AAHE.

Fee: $35, includes lunch.

Schedule

10:00-11:45 AM	Systemic Reform, National Standards, and the Role of Higher Education: An Overview
12:00 noon-1:30 PM	The Clinton Administration and School/College Collaboration
1:45-3:00 PM	Reform, Standards, and Professional Development: Lessons From a Disciplinary Perspective

Amitai Etzioni

Janet Smith Dickerson

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9:00-11:00 AM

Special Gathering for Department Chairs
Note: See box below for details.

9:00 AM-12:00 noon

AAHE Student Forum: "The College and American Society"
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

Professional Development Workshops S-12, S-13, S-14, S-15, S-16
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

9:00 AM-4:00 PM

Professional Development Workshop S-11
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

10:00 AM-12:00 noon

Jazz Dance: A Multicultural Experience
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

10:00 AM-4:00 PM

Faculty Senate Leadership Retreat
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

1:00-4:00 PM

Professional Development Workshops S-17, S-18, S-19, S-20, S-21, S-22, S-23, S-24, S-25, S-26
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

1:30-3:30 PM

POD Sampler: "Building Community Through Collaboration Between Faculty Developers and Administrators"
Sponsored by the Professional and Organizational Development (POD) Network in Higher Education.
Moderators: **Larry K. Quinsland,** Faculty Development Consultant, National Technical Institute for the Deaf, Rochester Institute of Technology; **Charles Spuches,** Coordinator, Instructional Development, SUNY College of Environmental Science and Forestry.
Presenters: **Karron Lewis,** Assistant Director, Center for Teaching Effectiveness, University of Texas at Austin; **Martin Nemko,** Education Consultant, California.

2:00-4:00 PM

AAHE Research Forum Preconference Planning Session
By invitation only.

Jazz Dance: A Multicultural Experience
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

2:00-5:00 PM

Professional Development Workshop S-27
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

3:00-4:00 PM

Choosing a Dissertation Topic: Relevance, Research, Realism
Moderator: **Sharon McDade,** Assistant Professor of Higher Education Administration, Teachers College, Columbia University.
Presenters: **Jonathan D. Fife,** Director, ERIC Clearinghouse on Higher Education; others to be announced.

3:30-4:30 PM

Professional and Organizational Development (POD) Network in Higher Education Reception

4:00-5:00 PM

Administrative Position Roundtables
Roundtable discussions for individuals holding similar positions at different institutions. Positions will include chief academic officer, associate academic officer, assistant/associate dean, assistant to the president, and others.

Orientation for Graduate Students
Presenters: **Sharon McDade,** Assistant Professor of Higher Education Administration, Teachers College, Columbia University; **Carmine Gibaldi,** Associate Professor and Chair, Department of Business, St. John's University.

SPECIAL GATHERING FOR DEPARTMENT CHAIRS

Sunday, March 14, 9:00-11:00 AM

All department chairs attending the conference are invited to join AAHE staff members on Sunday morning. Chairs will be asked to share issues, concerns, and frustrations that emerge from their work within the department. Participants will explore ways in which AAHE might better support department chairs in dealing with these issues. At the end of the session, AAHE staff members will brief attendees on some of the current AAHE initiatives that relate to departmental work and preview conference program sessions that relate specifically to departmental concerns. Coffee will be served.

Moderator: Jon Wergin, Senior Associate and Interim Director, AAHE Forum on Faculty Roles and Rewards, AAHE, and Professor of Education, Virginia Commonwealth University

Steven Sample

Alison Bernstein

Arnold Mitchem

4:15-7:00 PM

Black History Tour of Washington
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

5:00-6:00 PM

AAHE Readers' Theater '93: "Seven Years of Classroom Research: Conversations With Adepts, Novices, and Skeptics"
Presenters: **Thomas A. Angelo,** Director, Academic Development Center, Boston College; **K. Patricia Cross,** Conner Professor of Higher Education, University of California, Berkeley.

6:00-7:00 PM

Reception: "Celebrating Seven Years of Classroom Research"
Sponsored by Allen Jossey-Bass.

AAHE Community College Network "Get Acquainted" Reception

7:45-9:00 PM

Keynote Address

9:00-10:30 PM

Keynote Reception

Parker Palmer

KEYNOTE ADDRESS

"Reinventing Community: Sustaining Improvement During Hard Times"
Speaker: **Parker Palmer,** Author, Lecturer, Consultant, and AAHE Senior Associate

AAHE READERS' THEATER '93

"Seven Years of Classroom Research: Conversations With Adepts, Novices, and Skeptics"
Sunday, March 14, 5:00-6:00 PM

This year, AAHE's Readers' Theater celebrates the efforts of thousands of faculty, administrators, and students who have transformed what was just a promising concept in 1986 — when Pat Cross first introduced Classroom Research to AAHE — into a myriad of productive, exciting realities in 1993. Through a series of entertaining exchanges among long-time practitioners, novices, and thoughtful skeptics, the Readers' Theater will give voice to seven years of experience and innovation. By eavesdropping on these conversations, you'll learn more about the premises, practice, and promise of Classroom Research and Classroom Assessment. You'll discover how these related approaches are being used to improve the quality of teaching and learning in classrooms across the continent. These vignettes will reveal just how much of a difference Classroom Research can make. Something completely different!

Hosts: Thomas A. Angelo, Director, Academic Development Center, Boston College; K. Patricia Cross, Conner Professor of Higher Education, University of California, Berkeley

MONDAY, MARCH 15

7:00-8:00 AM

Aerobic Exercise Class
Leaders: **Elizabeth (Francis) Brooks,** Project Assistant, AAHE Assessment Forum, AAHE; **Clifford Adelman,** Director, Division of Higher Education, Office of Research, U.S. Department of Education.

7:30-8:15 AM

Welcome Breakfast for Newcomers
A welcome reception for new AAHE members and National Conference newcomers and an opportunity to meet members of the AAHE Board and staff.

8:30-9:45 AM

Multiculturalism and the Curriculum: How Has the Conversation Changed?
Moderator: **Arthur Levine,** Chair, Institute for Educational Management, and Member, Senior Faculty, Graduate School of Education, Harvard University.
Presenters: **Edgar Beckham,** Program Officer, Education and Culture Program, The Ford Foundation; others to be announced.

The Future of Women in Sports
Presenters: **John DiBiaggio,** President, Tufts University; **Merrily Dean Baker,** Director of Athletics, Michigan State University; **Vivian L. Fuller,** Director of Athletics, Northeastern Illinois University.

Rosalie Tung

Jaime Chahin

Tessa Tagle

Virginia Smith

Gerald Graff

Trudy Banta

Can Connectivity Support Community?: Another Challenge for Information Technologies
Presenters: **Steven Gilbert,** Vice President, EDUCOM; **Susan Saltrick,** Director, New Technologies Development, John Wiley & Sons.

Service-Learning and Community Development: A Powerful Combination
Presenters: **Tessa Tagle,** President, Miami-Dade Community College, Medical Center Campus, and Member, AAHE Board of Directors; **Edward Ziotkowski,** Professor of English and Director, Bentley Service-Learning Project, Bentley College.

Phantom Students: The Impact of Student Mobility on Educational Planning
Presenter: **Virginia Smith,** President Emeritus, Vassar College, and Senior Consultant, California Higher Education Policy Institute.

Revenue Replacement Is Not Enough: Responding to the New Fiscal Realities
Presenters: **Patrick Callan,** Executive Director, California Higher Education Policy Institute; others to be announced.

AAHE's School/College Collaboration Programs
An open meeting.
Moderators: **Nevin Brown, Kati Haycock,** and **Carol Stoel,** Directors, AAHE's School/College Collaboration Group, AAHE.

10:00-11:00 AM

Competition and Cooperation: Deming Philosophy Comes to Higher Education
Presenter: **Kosaku Yoshida,** Consultant in Quality Management and Professor, Department of Finance/Quantitative Methods, California State University-Dominguez Hills.

FORUM ON EXEMPLARY TEACHING

The AAHE Teaching Initiative will sponsor the fifth annual Forum on Exemplary Teaching, a series of presentations and roundtable discussions that offer faculty the chance to become part of a network of excellent teachers who also care about the improvement of teaching beyond their own classrooms. The events begin with a preconference seminar on Saturday, March 13, at 3:00-5:00 PM, and continue throughout the conference.

To participate, faculty must be selected by their chief academic officer. A letter with program and registration details was sent to all CAOs in December. For more information or to receive a copy of the special invitation letter, call Pat Hutchings, Director, AAHE Teaching Initiative, at AAHE at 202/293-6440.

Collaborative Learning, Cooperative Learning, Team Learning: More Than a Semantic Difference
Moderator: **Vincent Tinto,** Professor, Department of Cultural Foundations of Education, and Project Director, National Center on Postsecondary Teaching, Learning, and Assessment, Syracuse University.
Presenters: **Barbara J. Millis,** Assistant Dean of Faculty Development, University of Maryland University College; **Larry Kent Michealsen,** Professor of Management, University of Oklahoma; **Nancy Hoffman,** Director, University Honors, Temple University.

Balancing Academic and Student Services: Extending Boundaries, Dispelling Myths, Facing Truths
Presenter: **Janet Smith Dickerson,** Vice President for Student Affairs, Duke University.

Marvalene Hughes

Daniel Yankelovich

Pat Callan

The Public Responsibilities of the Disciplines
Presenters: **Judith Rényi,** Director, Collaboratives for Humanities and Arts Teaching; **Gerald Graff,** The George M. Pullman Professor of English Language and Literature and the College, University of Chicago; **Tom Holt,** The James Westfall Thompson Professor of American History, University of Chicago; **Lucius Outlaw,** Professor and Chair of Philosophy, Haverford College.

What Can We Expect From the Clinton Administration? How Can We Help?
Presenters: **Frank Newman,** President, Education Commission of the States; others to be announced.

11:15 AM-12:30 PM

Rights and Responsibilities: Searching for a New Balance
Moderator: **Russell Edgerton,** President, AAHE.
Presenters: **Amitai Etzioni,** Professor of Sociology, The George Washington University, and Editor, *The Responsive Community;* **Daniel Yankelovich,** Chair, DYG, Inc.; **Alison Bernstein,** Director, Education and Culture Program, The Ford Foundation.

12:30-2:00 PM

Lunch in the Exhibit Hall

AAHE American Indian/Alaska Native Caucus Business Meeting

AAHE Asian Pacific Caucus Business Meeting

AAHE Black Caucus Business Meeting

AAHE Hispanic Caucus Business Meeting

1:00-1:50 PM

Roundtable Book Discussions
Read these books before the conference and join your colleagues for informal discussions.
Roundtable I: *The Four Cultures of the Academy,* by William H. Bergquist.
Roundtable II: *How Academic Leadership Works,* by Robert Birnbaum, and *Redesigning Collegiate Leadership Teams and Teamwork in Higher Education,* by Estela Bensimon and Anna Neumann.

1:00-3:00 PM

Poster Sessions

Reinventing Community by Changing the Academic Calendar: Changing Time and the Consequences
Moderator: **Robin Cash,** Director, Western Scholars Year Project, Western State College of Colorado.
Presenters: **Robert D. Becker,** Dean of Core, General Studies, and Freshman Studies, and **Frank Venturo,** Associate Vice President for Academic Affairs, Western State College of Colorado.

The New Faculty Teaching Group: Supporting the Needs of Junior Faculty Members
Presenter: **Jane Jakoubeck,** Associate Dean, Luther College.

Faculty Development in a Learning Community
Presenters: **Jeanine L. Elliott,** Vice President, and **Caroline A. Gould,** Program Officer, Great Lakes Colleges Association.

Institutional Telecomputing Services as a Community Resource
Presenter: **Don Furth,** Data Systems Manager, El Paso Community College.

Creating Diversity in an "Un-Diverse" College or University
Presenter: **Raymond J. Rodrigues,** Vice President for Academic Affairs, North Adams State College.

Academy for Community College Leadership Advancement, Innovation, and Modeling
Presenter: **Wynetta Lee,** Assistant Director for Evaluation, North Carolina State University.

SAVE $80!

If you're not already a member of AAHE, join today, as part of your National Conference registration. You'll save up to $80 on your conference registration fee, and begin receiving all the other benefits of membership. Use the Registration Form enclosed to join.

The Faculty Center for Instructional Excellence at Eastern Michigan University
Presenter: **Deborah DeZure,** Co-Director, Faculty Center for Instructional Excellence, Eastern Michigan University.

A Faculty Role in Transfer Student Success: The Minnesota Transfer Curriculum
Presenter: **Nancy Register Wangen,** Executive Director, Intersystem Collaboration.

Creating an Electronic Advising Portfolio: Forty Years of Assessment, Educational Planning, and Academic Advising at Penn State
Presenters: **Eric R. White,** Director, Division of Undergraduate Studies, and **Judith J. Goetz,** Associate Director, Division of Undergraduate Studies, and Coordinator of the Freshman Testing, Counseling, and Advising Program, and **James J. Kelly,** Associate Director, Division of Undergraduate Studies, and Coordinator of Academic Advising and Information Centers, The Pennsylvania State University.

Linking Federal Opportunities and Educational Capabilities
Presenters: **Patricia A. DeVeaux,** Director, Customer Services, and **Clarence Henry III,** University Trainer, Federal Information Exchange, Inc.

SUNY Potsdam's Partnerships for Service, Research, and Learning
Presenter: **Janet Dudley-Eshbach,** Dean of the School of Liberal Studies, SUNY, College at Potsdam.

Bush Regional Collaboration in Faculty Development
Presenters: **Lesley K. Cafarelli,** Director, Bush Regional Collaboration in Faculty Development, and Assistant Vice President for Leadership Development, Minnesota Private College Research Foundation; **Stewart Bellman,** Professor of English and Faculty Development Coordinator, Black Hills State University; **Jane F. Earley,** Dean, College of Arts and Humanities, Mankato State University.

Individualism and Commitment to Community: The Impact of College Environments
Presenter: **Michael Evans-Layng,** Principal Analyst, University of California, San Diego.

2:00-3:15 PM

Reinventing Accreditation
Presenter: **Ralph A. Wolff,** Associate Executive Director, Western Association of Schools and Colleges.

Jacqueline Woods

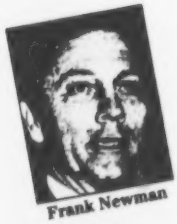
Alfredo de los Santos

Blandina Cardenas Ramirez

Tobin Barrozo

Mildred Garcia

Patrick Hill


Frank Newman

Dan Seymour

Strategies for Creating Relevance in Science and Math Education
Moderator: **Daniel Udovic,** Associate Professor and Head, Department of Biology, University of Oregon.
Presenters: **James B. Courtright,** Professor, Department of Biology, Marquette University; **Harriet Pollatsek,** Julia and Sara Ann Adams Professor of Science, Mount Holyoke College; **Clyde F. Herreid,** Distinguished Teaching Professor, Biological Sciences, SUNY at Buffalo.

The Jericho Project: Sharing Information About Information Technologies Through a National Initiative for Improving Academic Programs
Presenters: **Steven Gilbert,** Vice President, EDUCOM; **Stephen C. Ehrmann,** Program Officer for Interactive Technologies, The Annenberg CPB Project.

Residential Colleges: A Legacy of Living and Learning
Moderator: **Terry B. Smith,** Dean of Residential Colleges, Northeast Missouri State University.
Presenters: **Mark Ryan,** Dean, Jonathan Edwards College, Yale University; **Kristie DiGregorio,** Coordinator of Residential Colleges, Northwestern University; **Carl Trindle,** Director of Studies, Monroe Hill College, University of Virginia.

2:00-3:30 PM

General-Education Directors Roundtable
Leader: **Jerry G. Gaff,** Project Director, Strong Foundations for General Education, Association of American Colleges.

AAHE Research Forum: "Reinventing Community: A Research Agenda to Create Common Purposes, Build Commitment, and Sustain Improvement"
Organizers: **Catherine Marienau,** Associate Professor and Graduate Program Director, School for New Learning, De Paul University; **Marcia Mentkowski,** Professor of Psychology and Director of Research and Evaluation, Alverno College; **K. Patricia Cross,** Conner Professor of Higher Education, University of California, Berkeley.

2:00-4:00 PM

Colloquium on the Effective Academic Department
Moderators: **Russell Edgerton,** President, AAHE; **Carol Cartwright,** President, Kent State University, and Chair-Elect, AAHE Board of Directors.
Note: See box below for details.

COLLOQUIUM ON THE EFFECTIVE ACADEMIC DEPARTMENT

Monday, March 15, 2:00-4:00 PM

This extended session will deal with issues of the "effective" department. A panel of practitioners will address developing a sense of collective departmental responsibility to teaching, creating a coherent departmental undergraduate curriculum, and developing an orientation towards continuous quality improvement within the department setting. Following these presentations, the audience will be invited to share their visions and concerns related to departmental effectiveness and to develop recommendations for advancing the work being done in this area.

Moderators: Russell Edgerton, President, AAHE; Carol Cartwright, President, Kent State University, and Chair-Elect, AAHE Board of Directors

Toward Community for All: Feminist Pedagogy and Assessment
Presenters: **Nancy Wilds,** Director of Faculty Development, Armed Forces Staff College; **Barbara Weaver,** Dean, University College, and Associate Professor of English, Ball State University; **Carolyn Matalene,** Associate Professor of English, University of South Carolina, Columbia; **Barbara Cambridge,** Associate Professor of English, Indiana University-Purdue University at Indianapolis.

3:15-3:45 PM

Refreshment Break in the Exhibit Hall

3:45-4:45 PM

The Bittersweet: Women and Leadership in Higher Education
Presenters: **Gail Mellow,** Academic Dean, Quinebaug Community-Technical College; **Shirley Baugher,** Professor and Chair, Family and Consumer Sciences, University of Nebraska; **Herma Williams,** Commonwealth Professor of Arts, Sciences, and Education, George Mason University; **H. Clyde Evans,** Director, Office for Academic Careers, and Associate Dean for Clinical Affairs, Harvard Medical School.

Toward a Practitioners' Theory of Collaboration
Sponsored by the Collaboration in Undergraduate Education (CUE) Network.
Presenters: **Ann Austin,** Associate Professor, Department of Educational Administration, Michigan State University; **John Beck,** Assistant Professor, Labor Education Program, Michigan State University; **Zelda Gamson,** Professor of Education and Director, New England Resource Center for Higher Education, University of Massachusetts at Boston; **William R. Whipple,** Associate Academic Dean, Albright College.

Domestic Partner Benefits: Current Practice and Where We're Going
Sponsored by the AAHE Lesbian/Gay Caucus.
Moderator: **Barbara Wright,** Associate Professor, Department of Modern and Classical Languages, University of Connecticut.
Presenters: **Pieter Judson,** Professor, Pitzer College; **Maggie Fournier,** Associate Professor, School of Nursing, University of Southern Maine; **Carol Alpert,** Associate Librarian for Media Reference Services, New York University Law School.

Developing an Academic Common Market in North America
Presenters: **Patricia Somers,** Assistant Professor of Higher Education, and **Harold Vaughan,** Associate Vice Chancellor for International Programs, University of Arkansas at Little Rock; **Oscar Soria,** Director of Academic Planning, Universidad Autonoma de Guadalajara.

John Gardner

Barbara Wright

Bridging Boundaries, Crossing Cultures: Using Off-Campus Collaboratives to Energize Campus Teaching Initiatives
Presenters: **Jane F. Earley,** Dean, College of Arts and Humanities, Mankato State University; **Stewart Bellman,** Professor of English and Faculty Development Coordinator, Black Hills State University; **Lesley K. Cafarelli,** Director, Bush Regional Collaboration in Faculty Development, and Assistant Vice President for Leadership Development, Minnesota Private College Research Foundation.

Information Literacy: Developing Students as Independent Learners
Presenters: **Donald W. Farmer,** Vice President for Academic Affairs, and **Terrence F. Mech,** Director of the Library, King's College; **Linda Bunnell Jones,** Vice Chancellor for Academic Affairs, Minnesota State University System; **John R. Porter,** Associate Professor of Biological Sciences, Philadelphia College of Pharmacy and Science.

K-Higher Education: Strategies That Are Effective With Students of Color
Sponsored by the AAHE Black Caucus.
Presenter: **Carolyn Vaughn Young,** Director of Multicultural Student Services, Tacoma Community College.

Alliances for Minority Participation in the Sciences, Mathematics, and Engineering
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Juan Francisco Lara,** Statewide Executive Director, CAMP, University of California, Irvine.
Presenters: **Manuel N. Gómez,** Associate Vice Chancellor of Academic Affairs, University of California, Irvine; **Gayle Byock,** Director of Special Projects, University of California, Los Angeles; **Gail Martinez,** CAMP Coordinator, University of California, Davis.

The Quality-Driven Classroom
Presenters: **Daniel Seymour,** President, QSystems; **Gary Shulman,** Professor, Department of Communications, Miami University; **Dea Gasbarre,** Assistant Professor, Teacher Education, St. John Fisher College.

Community Values and the Discourse of Difference
Presenters: **Pamela Ferguson,** President, Grinnell College; **Richard S. Jarvis,** Vice Provost for Academic Programs and Research, SUNY System Office; **Robert Kindrick,** Provost and Vice President for Academic Affairs, University of Montana; **Michael R. Ferrari,** President, and **R. Barbara Gitenstein,** Provost, Drake University.

8:00-9:00 PM

Roundtable Book Discussion
Read this book before the conference and join your colleagues for an informal discussion.
Roundtable III: *Multiculturalism and the Politics of Recognition,* by Charles Taylor.

TUESDAY, MARCH 16

7:00-8:00 AM

Aerobic Walk Through Dupont Circle Neighborhood
Leader: **Elizabeth (Francis) Brooks,** Project Assistant, AAHE Assessment Forum, AAHE.

CAMPUS TEAMS

AAHE members attending the conference with six or more colleagues from the same institution can register as a "campus team" and receive special discounts on registration fees. Call Judy Corcillo at AAHE at 202/293-6440 for more information on the Campus Team Program, including registration details.

5:00-6:00 PM

Tomas Rivera Lecture
Speaker: **Gregory Anrig,** President, Educational Testing Service.

6:00-7:00 PM

Tomas Rivera Reception
Sponsored by the AAHE Hispanic Caucus.

"CUE-DO"
A meeting and reception. *Sponsored by the Collaboration in Undergraduate Education (CUE) Network.*

AAHE Forum on Exemplary Teaching: Open Reception

7:30-9:00 PM

AAHE Women's Caucus Dinner at Sfuzzi's
Note: Fee and advance registration required. See "Ticketed Activities" on page 20 for details.

7:00-8:15 AM

Diversity Breakfast
Jointly sponsored by the AAHE American Indian/Alaska Native, Asian Pacific, Black, Hispanic, Lesbian/Gay, Student, and Women's Caucuses.
Presenters: **Rosalie Tung,** Ming and Stella Wong Chaired Professor in International Business, Simon Fraser University; **Blandina Cardenas Ramirez,** Director, Southwest Center for Values, Achievement, and Community in Education, Southwest Texas State University; **Marvalene Hughes,** Vice President for Student Affairs and Professor of Educational Psychology, University of Minnesota.

8:30-9:45 AM

AAHE Teaching Initiative: Open Meeting

Harnessing the Energies of Senior Faculty in Institutional Reform: Three Successful Precedents
Moderator: **Martin Finkelstein,** Director, New Jersey Institute for Collegiate Teaching and Learning.
Presenters: **Donald W. Farmer,** Vice President for Academic Affairs, King's College; **Bernice Braid,** Dean of Academic and Instructional Resources, Long Island University; **Ronald Simpson,** Director of Instructional Development, University of Georgia.

K. Patricia Cross

Josephine Davis

Manuel Gomez

William Whipple

Social Ethics and the Electronic Community
Presenter: **Gregory A. Jackson,** Director of Academic Computing, Massachusetts Institute of Technology.

A "Teacher's Dozen": Fourteen (General) Findings From Research That Can Inform Classroom Teaching and Assessment and Improve Learning
Presenter: **Thomas A. Angelo,** Director, Academic Development Center, Boston College.

Women in Science and Mathematics
Sponsored by the AAHE Women's Caucus.
Moderator: **Josephine D. Davis,** President, York College, CUNY.
Presenters: **Shirley Malcolm,** Head Director of Education and Human Resources Programs, and **Yolanda George,** Deputy Director of Education and Human Resources Programs, American Association for the Advancement of Science.

The Way We Are: Community Colleges as American Thermometer
Sponsored by the AAHE Community College Network.
Moderator: **K. Patricia Cross,** Conner Professor of Higher Education, University of California, Berkeley.
Presenters: **Clifford Adelman,** Director, Division of Higher Education, Office of Research, U.S. Department of Education; **Tessa Tagle,** President, Miami-Dade Community College, Medical Center Campus, and Member, AAHE Board of Directors; **John Stevenson,** Associate Dean of Institutional Advancement, LaGuardia Community College, CUNY.

Collaborative Learning in Science: From "Private Universe" to Shared Understanding
Presenter: **James Wilkinson,** Director, Derek Bok Center for Teaching and Learning, Harvard University.

10:00-11:15 AM

Are We Making a Difference? Outcomes of a Decade of Assessment in Higher Education
Presenters: **Karl L. Schilling,** Director, AAHE Assessment Forum, AAHE; **Reid Johnson,** Professor of Psychology and Coordinator, South Carolina Higher Education Assessment Network, Winthrop University; **R. Stephen RiCharde,** Associate Dean of the Faculty, Virginia Military Institute; **Trudy W. Banta,** Vice Chancellor for Planning and Institutional Improvement, Indiana University-Purdue University at Indianapolis.

Integrating the Invisible Faculty: Strengthening Academic Programs With Part-Timers
Presenters: **David W. Leslie,** Professor of Education, The Florida State University; **Judith M. Gappa,** Vice President for Human Relations, Purdue University.

The Compatibility of Community and Conflict: The Prerequisite for a Just Reinvention of Community
Presenter: **Patrick Hill,** Professor, The Evergreen State College, and Founder, Federated Learning Communities.

Campus Reexaminations of the Academic Reward System: A Commentary on the State of the National Conversation
Presenter: **Russell Edgerton,** President, AAHE.

Student Aid in Return for Service: The Clinton Proposal
Presenters: To be announced.

11:30 AM-12:30 PM

USC and the Rebuilding of Los Angeles
Presenters: **Steven B. Sample,** President, University of Southern California; **Peter V. Ueberroth,** Contrarian Group, Inc. (invited).

12:30-1:30 PM

AAHE Lesbian/Gay Caucus Business Meeting

1:15-2:00 PM

Addressing the Educational Needs of Nontraditional Students in Puerto Rico
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Maria de los Angeles Ortiz,** Vice President for Academic Affairs, Ana G. Mendez University System.
Presenters: **Aristides Cruz,** Assistant Vice President for Academic Affairs, Ana G. Mendez University System; **Julio López,** Director of the Science Program, Puerto Rico Department of Education.

Issues of the Future: Research in Progress From Today's Higher Education Doctoral Students
Moderator: **Carmine Gibaldi,** Associate Professor and Chair, Department of Business, St. John's University.
Presenters: To be announced.

Beyond Isolationism: Faculty Orientation as a Long-term Commitment
Presenters: **Dimitrios Pachis,** Vice President for Academic Affairs, and **Penelope L. Lisi,** Executive Director, Center for Educational Excellence, Eastern Connecticut State University.

Bringing Prejudice Reduction Home: A Faculty Development Workshop Model
Presenters: **M.F. Stuck,** Associate Professor, Sociology and Public Justice, SUNY at Oswego; **Mary C. Ware,** Professor of Education, SUNY at Cortland.

Reinventing Community in the Academic Department: The Lyndon State Model
Presenters: **Sheryl Hruska,** Associate Academic Dean, and **Cynthia Baldwin,** Associate Professor, Department of Communication Arts and Sciences, Lyndon State College.

ASSOCIATED ORGANIZATIONS

As always, other higher education organizations are invited to hold meetings during the AAHE National Conference. The final Conference Program will list such meetings, with dates and times.

Call Ann Ford at AAHE at 202/293-6440 if you'd like information on arranging for your associated organization to hold a meeting.

Rebecca Robbins

Art Levine

Billin Tsai

David Sanchez

Faculty and Administration Relationships in a "TQM College"
Presenters: **Dea C. Gasbarre,** Assistant Professor, Teacher Education, and **Harriette Royer,** Director of Career Services, St. John Fisher College.

Dialogue as an Appropriate Pedagogy for the Higher Education Classroom
Presenter: **Malcom C. Doubles,** Provost and Dean of Faculty, Coker College.

Sharing Excellence in Teaching: Development Programs for Part-Time/Adjunct Faculty
Presenters: **Patricia A. Wagner,** Associate Professor, English, and **James Rose,** Adjunct Faculty Member, Tompkins Cortland Community College.

Incorporating African-American Culture and History Into the Curriculum
Sponsored by the AAHE Black Caucus.
Presenter: **Tanzella Gaither,** Assistant Professor, Department of Elementary and Secondary Education, Clemson University.

Gathering Together in *Our* Name: Toward a Multicultural Hermeneutics
Sponsored by the AAHE Black Caucus.
Presenters: **Nataline J. Matthews,** Reading Specialist/Instructor of Reading, and **James W. Richardson,** Instructor of English, Kennesaw State College.

San Jose State University Teacher Scholars Project
Presenters: **Victoria Harper,** Teacher Scholars Research Coordinator, and **John Baird,** Director, Institute for Teaching and Learning, and **Brent Heisinger,** Teacher Scholar and Professor of Music, and **Sybil Weir,** Associate Academic Vice President for Faculty Affairs, San Jose State University.

Harvard's Management Development Program: A Follow-Up of Participants' Leadership in Hispanic Issues
Presenters: **Gloria Contreras,** Assistant Vice President, Office of Multicultural Affairs, University of North Texas; **Lydia Ledesma,** Dean, De Anza College; **George A. Martinez,** Director of Public Information, Tucson Unified School District; **Candelario Zapata,** Associate Dean of Students, Montclair State College; **Richard DeJesus-Rueff,** Associate Dean for Student Affairs, Philadelphia College of Textiles and Science.

2:15-3:30 PM

The Student Side of Classroom Research
Presenter: **K. Patricia Cross,** Conner Professor of Higher Education, University of California, Berkeley.

Making the Transition From School to College: The Role of "Out-of-Class" Experiences
Presenters: **M. Lee Upcraft,** Senior Researcher, National Center for Postsecondary Teaching, Learning, and Assessment (NCPTLA), and **Patricia L. Gregg,** Graduate Research Assistant, NCPTLA, The Pennsylvania State University; **Laura I. Rendon,** Senior Researcher, NCPTLA, and Member, AAHE Board of Directors, and **Romero Jalomo, Jr.,** Graduate Research Assistant, NCPTLA, Arizona State University.

Case Studies to Improve Collaborative Learning
Sponsored by CUE.
Presenters: **Barbara Leigh Smith,** Academic Dean and Director, and **Jean MacGregor,** Associate Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College; **Dwight Oberholtzer,** Professor of Sociology, Pacific Lutheran University; **Carl Waluconis,** Professor of English and Humanities, Seattle Central Community College.

Strong Foundations for General Education
Moderator: **Jerry G. Gaff,** Project Director, Strong Foundations for General Education, Association of American Colleges.
Panelists: **John B. Hinni,** Dean, School of University Studies, Southeast Missouri State University; **Jacqueline Johnson,** General Education Coordinator, Grand Valley State University; **Jack Holt,** Associate Professor of Biology, Susquehanna University; **Kathryn Mohrman,** Dean of Undergraduate Studies, University of Maryland at College Park; **Toni-Marie Montgomery,** Associate Dean, College of Fine Arts, Arizona State University; **Cynthia Heelan,** Arrowhead Community College Region.

Faculty Workload: Balancing External Expectations and Institutional Responsibilities
Presenter: **Allan M. Winkler,** Chair, Department of History, Miami University.

Changing Practices in Faculty Evaluation
Presenters: **Jon Wergin,** Senior Associate and Interim Director, AAHE Forum on Faculty Roles and Rewards, AAHE, and Professor of Education, Virginia Commonwealth University; **Peter Seldin,** Distinguished Professor of Management, Pace University.

STUDENT ACTIVITIES

Many activities are planned for students attending the conference.

On Sunday morning, the AAHE Student Caucus will sponsor a **Student Forum** (see "Ticketed Activities" for details).

Students also can participate in small-group activities, such as a **round-table discussion** on students and the social responsibilities of colleges and universities and a **working session** to precede Tuesday afternoon's open **conference session** on Student Rights and Freedoms.

Administrators are encouraged to sponsor student attendance at the conference. For more information on student-focused activities, call AAHE at 202/293-6440.

Carol Cartwright

Edgar Beckham

Zelda Gamson

Greg Anrig

Three Approaches to Civic Education
Presenters: **Keith Morton,** Director, Project on Integrating Service and Academic Study, Campus Compact; **Benjamin Barber,** Professor of Political Science and Director, Walt Whitman Center for the Culture and Politics of Democracy, Rutgers University; **John Wallace,** Dean of Cooperative Education, Antioch College; **Tim Stanton,** Acting Director, Haas Center for Public Service, Stanford University.

Developing a Community of Learners Through Supplemental Instruction
Presenter: **Deanna C. Martin,** Associate Professor of Education and Director, Center for Academic Development, University of Missouri-Kansas City.

Collaborating With the Community: A Tale of Three Cities
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Mildred Garcia,** Assistant Vice President for Academic Affairs, Montclair State College.
Presenters: **Henry Crawford,** Director of Community Service Internship Program, and **Joseph Enright,** Director of Career Services and Cooperative Education, Lehman College, CUNY; **Max Castillo,** President, University of Houston-Downtown; **David Ballesteros,** Dean, and **Pamela Balch,** Associate Dean, San Diego State University, Imperial Campus.

What Foundations Can and Can't Do to Help Colleges and Universities Achieve the Promise of Diversity
Sponsored by the AAHE Black Caucus.
Moderator: **William B. Harvey,** Associate Professor, College of Education and Psychology, North Carolina State University.
Presenters: **Samuel Cargile,** Education Program Director, Lilly Endowment, Inc.; **Edgar Beckham,** Program Officer, Education and Culture Program, The Ford Foundation; **Reatha Clark King,** President, General Mills Foundation.

Laura Rendon

3:45-4:45 PM

On Becoming a College Faculty Member
Presenters: **Leo Lambert,** Associate Dean, Syracuse University; **Nancy Chism,** Director of Faculty and TA Development, The Ohio State University; **Russell Garth,** Vice President, Council of Independent Colleges; **Jerry G. Gaff,** Project Director, Strong Foundations for General Education, Association of American Colleges.

Policy Implications in the Clarification of American Indian/Alaska Native Identity
Sponsored by the AAHE American Indian/Alaska Native Caucus.
Presenters: **Grayson Noley,** Interim Associate Dean and Associate Professor of Educational Administration, Arizona State University; **Evan J. Norris,** Academic Planner, Office for Academic Affairs, University of Wisconsin System Administration; **Michael Pavel,** Assistant Professor, Graduate School of Education, University of California, Los Angeles.

Building Community Through the Executive Search Process
Presenters: **Judith A. Sturnick,** President, Keene State College; **Maria Perez,** President, Perez-Arton Consultants, Inc.; **Milton Greenberg,** Provost, The American University; **Jackson Kytle,** President, Goddard College.

New Directions for the Assessment and Advancement of Campus Diversity and Cultural Pluralism
Presenters: **Edgar Beckham,** Program Officer, Education and Culture Program, The Ford Foundation; **Suzanne Benally,** Director, Institute on Ethnic Diversity, Western Interstate Commission for Higher Education; **Evelyn Hu-DeHart,** Professor and Director, Center for Studies of Ethnicity and Race in America, University of Colorado; **Henry T. Ingle,** Executive Director, Connecting To Change; **Daryl G. Smith,** Associate Professor, Psychology and Education, The Claremont Graduate School.

A Certification Model for Exemplary Teachers and National Recognition for Exemplary Teaching Institutions
Presenters: **Hoke L. Smith,** President, Towson State University; **Barbara E. Walvoord,** Professor of English and Director, Writing Across the Curriculum, University of Cincinnati.

The Joint Statement on Student Rights and Freedoms: Twenty-Five Years Later
Presenter: **Richard Mullendore,** Associate Vice Chancellor for Student Affairs, University of North Carolina, and Chair, Joint Statement Interassociation Task Force.

Using Multimedia Technology Inside the Classroom to Improve Teaching and Learning
Sponsored by the AAHE Black Caucus.
Moderator: **Lillie P. Howard,** Professor of English and Associate Vice President for Academic Affairs, Wright State University.
Presenters: **Iain Miller,** Assistant Professor of Biology, and **Andrew Lai,** Associate Professor of Management Science and Information Systems, and **Charlie Funderburk,** Professor of Political Science, Wright State University.

Barriers to Collaborative Learning: Lessons From Adult Students
Sponsored by the AAHE Hispanic Caucus.
Presenters: **Virginia Gonzalez,** Professor of Counseling, Northampton Community College; **Barbara Macaulay,** Associate Dean, Center for Lifelong Learning, Quinsigamond Community College.

AAHE Assessment and Continuous Quality Improvement (CQI) Initiatives
An open meeting.

AAHE Classroom Research Action Community Meeting

5:00-6:00 PM

Planning for AAHE's Twenty-Fifth Anniversary
An open hearing.
Moderator: **Carol Cartwright,** President, Kent State University, and Chair-Elect, AAHE Board of Directors.

AAHE Community College Network Business Meeting

AAHE Black Caucus Long-Term Strategic Plan Meeting
An open meeting.

Afternoon Tea for Students

J. King Jordan

Harriet Jardine

WEDNESDAY, MARCH 17

7:30-9:00 AM

AAHE Meeting and Continental Breakfast

9:15-10:15 AM

Obstacles and Advances in Diversifying the Curriculum
Sponsored by the AAHE Women's Caucus.
Moderator: **Ann Leffler,** Director, Liberal Arts and Sciences Program, and Professor of Sociology, Utah State University.
Presenters: **Dair L. Gillespie,** Associate Professor of Sociology, University of Utah; **Jennifer Pierce,** Assistant Professor of Sociology and Women's Studies, University of Utah; **Alberto Pulido,** Assistant Professor of American Studies, Arizona State University West.

The Examination as a Catalyst
Presenters: **Calvin B. Peters,** Professor of Sociology, and **Chhlob Bun,** Student, Engineering, and **Alex Matera,** Student, Political Science and Russian, and **Natalie West**, Student, Psychology, and **Ashley Winchester,** Student, Psychology, University of Rhode Island.

Post-Tenure Review and the Community: The University of Wisconsin Model
Moderator: **Jacqueline R. Ross,** Senior Academic Planner and Director, Women's Studies Consortium, University of Wisconsin System.
Presenters: **Thomas L. Lyon,** Regent, Board of Regents, University of Wisconsin System; **Lee E. Grugel,** Chancellor, University of Wisconsin Centers; **Nancy J. Kaufman,** Professor of Education, University of Wisconsin-Stevens Point, and Senior Academic Planner, University of Wisconsin System; **Stephen R. Portch,** Senior Vice President for Academic Affairs, University of Wisconsin System.

Crossing Boundaries and Changing Roles: The Invention of New Professional Communities Through K-12/University Collaboration
Moderator and Presenter: **Robert Polkinghorn, Jr.,** Director, University-School Education Improvement (USEI), University of California, Office of the President.
Presenters: **Laura Stokes,** Assistant Director, USEI, University of California, Office of the President; **Wendell Potter,** Vice Chairman, Department of Physics, and **Pam Castori,** Program Director, Sacramento Area Science Project, and Interim Co-Executive Director, California Science Project, University of California, Davis.

Building Community in a Diverse Environment: A Staff Training Model
Moderator and Presenter: **Michael T. Christy,** Vice President for Student Development, Iona College.
Presenters: **Barbara Barnes,** Project Coordinator, and **Ronald D. Herron,** Vice President for Student Affairs and Project Co-Director, Westchester Colleges Project on Racial Diversity, SUNY at Purchase.

Building Departmental Community and Effectiveness: The Role of Support Staff
Presenters: **Janet E. Rasmussen,** Vice President for Academic Affairs, Nebraska Wesleyan University; **Rose-Marie Oster,** Professor, Germanic and Slavic Languages and Literature, University of Maryland at College Park; **Georgianne Mastera,** Associate Vice President for Academic Affairs, Nebraska Wesleyan University.

Student Affairs: The Focus and Management of Change
Sponsored by the AAHE Black Caucus.
Presenters: **Michael Young,** Vice Chancellor for Student Affairs, University of California, Santa Barbara; **Janina Montero,** Dean of the College, Wesleyan University.

1994 NATIONAL CONFERENCE DATE/LOCATION CHANGED!

Mark your calendars! AAHE's 1994 National Conference, previously scheduled for San Francisco, has been moved to the **Chicago** Hilton and Towers. The new dates are **March 23-26, 1994.** Hope to see you there!

Higher Education, Quality, and the Community: A Question of Reinventing or Reinvesting?
Sponsored by the AAHE Hispanic Caucus.
Moderator: **Pedro J. Lecca,** Director of Health Care and Professor, University of Texas at Arlington.
Presenters: **Anne C. Steele,** Associate Provost, University of North Carolina at Greensboro; **Jeffrey J. Wallace,** Special Assistant to the President for Campus Diversity, SUNY College at Buffalo; **Quintin Vargas III,** Associate Academic Dean, St. Edward's University.

10:30-11:30 AM

Closing Plenary Remarks and AAHE Town Meeting
Presenter: **Blenda J. Wilson,** President, California State University-Northridge, and Chair, AAHE Board of Directors.

12:30-3:30 PM

Professional Development Workshops W-30, W-31, W-32, W-33, W-34, W-35, W-36, W-37
Note: Fee and advance registration required. See "Workshops" on page 16 for details.

Melvin Terrell

Peter Seldin

Hoke Smith

Estela Bensimon

Judith Rényi

Blenda Wilson

WORKSHOPS

The pre- and postconference Professional Development Workshops are a small but valuable portion of the conference offerings, providing intensive and practical learning experiences in small groups. To register, circle your choice(s) on the Registration Form enclosed and add the appropriate amount(s) to your registration fee. All workshops are $50 each, except the full-day workshop (S-11), which is $100.

SUNDAY, MARCH 14, 8:30 AM-12:30 PM

S-10 Introduction to Total Quality Management
"Continuous improvement" and "managing by fact" are two of the principles of total quality management that can help higher education develop and implement fundamental change both in how we administer our colleges and universities and in how we carry out our missions of instruction, research, and service. Using a problem-solving model for process improvement, this workshop will introduce you to the statistical foundations of TQM and to the conceptual principles on which the pursuit of quality relies.

Presenters: G. Gregory Lozier, Executive Director, Planning and Analysis, The Pennsylvania State University; Deborah J. Teeter, Director, Institutional Research and Planning, The University of Kansas.

SUNDAY, MARCH 14, 9:00 AM-4:00 PM

S-11 The Invisible Faculty: Improving the Status of Part-Timers
This workshop will help you analyze your current part-time faculty resources and develop strategies for improving quality in units that employ many part-timers. In small-group exercises, you will focus on who part-time faculty are, how institutions use them, and how successful institutions integrate them into the academic community. The workshop will be especially useful to deans and department chairs who hire, supervise, and evaluate part-time faculty members. You will receive a copy of Gappa and Leslie's book *The Invisible Faculty: Improving the Status of Part-Timers*.

Presenters: Judith Gappa, Vice President for Human Relations, Purdue University; David W. Leslie, Professor of Education, The Florida State University.

SUNDAY, MARCH 14, 9:00 AM-12:00 NOON

S-12 Classroom Assessment for Higher Learning: A Hands-on Introduction for Faculty and Administrators
This workshop will prepare you to begin using Classroom Assessment, a simple and effective way to find out how well students are learning what you're teaching. Classroom Assessment brings the benefits of the assessment movement into the classroom and under the control of individual teachers and learners. You will consider examples of successful Classroom Assessment from various disciplines and practice several simple techniques. Also, a panel of users from two- and four-year colleges will report on their experiences. You will receive a copy of Angelo and Cross's *Classroom Research: Early Lessons From Success* and other materials. Designed for educators who have never attended a Classroom Research/Assessment workshop.

Presenter: Thomas A. Angelo, Director, Academic Development Center, Boston College; panelists to be announced.

S-13 Extending the Concept of Community Through Information Technology
This workshop is designed for campus leaders — both faculty and academic administrators. Through discussion, practical examples, and hands-on demonstrations of online databases, e-mail, and educational software, you will learn how information technology is extending the boundaries of campuses to encompass a worldwide community of people and resources. You will receive a copy of Farmer and Mech's monograph *Information Literacy: Developing Students as Independent Learners* and other materials. *Sponsored by the AAHE Information Literacy Action Community, in cooperation with the National Forum on Information Literacy.*

Presenters: Patricia Senn Breivik, Associate Vice President for Information Resources, Towson State University, and Chair, National Forum on Information Literacy; Steven Gilbert, Vice President, EDUCOM; Robert Holloway, Associate Professor, Center for Excellence in Education, Northern Arizona University, and Director, Association for Educational Communications and Technology; Althea Jenkins, Executive Director, Association of College and Research Libraries.

S-14 Critical Issues Facing African Americans in Higher Education: Financial Resources
Understanding the complexity of the issues is the first step toward increasing representation and progress of African-American faculty, staff, and students. For this reason, the AAHE Black Caucus has developed a two-part workshop on two critical issues — financial resources and human resources — geared toward African Americans and those who work with them. You may register for part I (S-14) or part II (S-17), or both.

This part of the workshop will focus on the institutional and external resources important to colleges and universities, covering critical questions such as: How are grants and financial aid being used to recruit and retain African-American students? What impact is the weakened financial status of most institutions having on the recruitment and retrenchment of African-American faculty and staff? *Sponsored by the AAHE Black Caucus.*

Presenters: Benjamin F. Quillian, Vice President for Administration, Southern Illinois University at Edwardsville; Arnold Mitchem, Executive Director, National Council of Educational Opportunity Associations.

S-15 Supporting Faculty Who Teach Freshmen: Part I
This two-part workshop aims to help deans, department chairs, faculty-development specialists, and teaching faculty understand freshmen and create a seminar or workshop series to support faculty who teach them. Both parts

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will explore alternative program formats, sample a variety of workshop and seminar activities, and help you design programs for your campus. You may register for part I (S-15) or part II (S-18), or both.

This part of the workshop will focus on developing programs to help faculty *understand* freshmen — their experiences in high school, their expectations for college, their learning styles and developmental positions. You will receive a copy of *Teaching College Freshmen*, by Erickson and Strommer, and workshop exercises and handouts.

Presenters: Bette LaSere Erickson, Instructional Development Specialist, and Diane Weltner Strommer, Dean, University College and Special Academic Programs, University of Rhode Island.

S-16 Building Learning Communities Through Cooperative Small Groups

Cooperative learning, a powerful instructional strategy using small, goal-oriented groups, enhances students' achievement, crosscultural friendships, self-esteem, and appreciation for subject matter. Properly implemented, it builds community by structuring faculty-student interactions and student-student interactions. In this workshop, you will learn cooperative learning's critical attributes, its value, and how to implement it. Through small-group exercises, you will practice at least six structures and explore ways to overcome possible resistance from faculty, administrators, or students. You will receive supporting handouts.

Presenters: Barbara J. Millis, Assistant Dean of Faculty Development, University of Maryland University College; Neil A. Davidson, Associate Professor, Department of Curriculum and Instruction, University of Maryland, College Park.

SUNDAY, MARCH 14, 1:00-4:00 PM

S-17 Critical Issues Facing African Americans in Higher Education: Human Resources

Understanding the complexity of the issues is the first step toward increasing representation and progress of African-American faculty, staff, and students. For this reason, the AAHE Black Caucus has developed a two-part workshop on two critical issues — financial resources and human resources — geared toward African Americans and those who work with them. You may register for part I (S-14) or part II (S-17), or both.

This part of the workshop will focus on individual and institutional collaborations and networking activities that can enhance and increase the representation of African Americans. The discussion also will address ideas for developing African-American students as campus leaders and scholars. *Sponsored by the AAHE Black Caucus.*

Presenters: James Calvin, Senior Associate, Institution for Educational Leadership; Charles Brown, Associate Vice President for Student Affairs, The University of Alabama.

S-18 Supporting Faculty Who Teach Freshmen: Part II

This two-part workshop aims to help deans, department chairs, faculty-development specialists, and teaching faculty understand freshmen and create a seminar or workshop series to support faculty who teach them. Both parts will explore alternative program formats, sample a variety of workshop and seminar activities, and help you design programs for your campus. You may register for part I (S-15) or part II (S-18), or both.

This part of the workshop will emphasize workshops and seminars for faculty who teach freshmen. You will receive a copy of *Teaching College Freshmen*, by Erickson and Strommer, and workshop exercises and handouts.

Presenters: Bette LaSere Erickson, Instructional Development Specialist, and Diane Weltner Strommer, Dean, University College and Special Academic Programs, University of Rhode Island.

S-19 Deming Management Philosophy: Introduction and Application in Higher Education

Quality management concepts in general and Deming management philosophy in particular have been applied successfully in business for decades. Now institutions of higher education are actively seeking ways to apply these concepts in the management of colleges and universities. This workshop will introduce you to Deming management philosophy in higher education and analyze current policies and practices. Issues such as tenure, promotion, and collective bargaining will be discussed. *Sponsored by the AAHE Asian Pacific Caucus.*

Presenter: Kosaku Yoshida, Consultant in Quality Management and Professor, Department of Finance/Quantitative Methods, California State University-Dominguez Hills.

S-20 What to Do About Assessment Before the Accrediting Review Team Comes

Can you satisfy the accrediting agencies' demands while at the same time answering questions about student learning that are important to you? Creative ways to do both will be the focus of this workshop. You will examine and critique a wide range of assessment instruments, explore assessment philosophy and goal statements, and share concerns and questions — and then see how these square with accreditors' mandates. You are encouraged to come with several questions about the educational experiences of students on your campus.

Presenters: Karl Schilling, Director, AAHE Assessment Forum, AAHE; Karen Maitland Schilling, Associate Professor of Psychology and Director, Liberal Education Program, Miami University.

S-21 Teaching and the Faculty Reward Structure

Although recent events suggest that teaching is returning to the forefront of the academic enterprise, data on compensation, tenure, and promotion suggest otherwise. Combining data from the National Survey of Postsecondary Faculty with a major literature review on compensation, this workshop will focus on how faculty choose to spend their time, and how those choices are reinforced or rewarded. Faculty leaders and academic administrators are encouraged to attend this interactive workshop to gain critical perspectives on past practices and to formulate new directions for faculty reward policies.

Presenters: James E. Fairweather, Associate Professor and Senior Research Associate, Center for the Study of Higher Education, The Pennsylvania State University; Kay Moore, Chair and Professor of Educational Administration, Michigan State University; Marilyn Amey, Assistant Professor of Higher Education, University of Kansas.

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S-22 Case Studies in Faculty Development
Increasingly, case studies are being used as faculty-development materials. This workshop will demonstrate how you can use cases as a means to encourage faculty to think critically about teaching and to stimulate faculty to develop new and creative approaches for their own classrooms. You will analyze a case about diversity in a university classroom. Follow-up discussion will focus on the rationale for using cases and how they can be incorporated into a larger set of teaching improvement activities.

Presenters: Rita Silverman, Professor of Teacher Education, and William M. Welty, Professor of Management and Director, Center for Faculty Development, Pace University.

S-23 The Senior Year Experience: Leadership Education Through the Liberal Arts
Undergraduate students make two critical transitions: "in" (the freshman year experience) and "out" (the senior year experience). Recent graduates and employers are insisting that we take the senior year experience more seriously. This workshop will highlight the growing national movement to rethink how we teach and provide holistic support services for seniors as they prepare to leave the campus. Special focus will be placed on deliberate (versus serendipitous) leadership education both in the formal curriculum and in the cocurriculum; the connection between leadership education and the liberal arts; and student apathy and the need for "learned optimism."

Presenters: John N. Gardner, Director, The Senior Year Experience, Vice Chancellor for University Campuses and Continuing Education, University of South Carolina, and Member, AAHE Board of Directors; Stephen W. Schwartz, Dean, McDonough Center for Leadership, Education, and Business, Marietta College.

S-24 Leadership Growth Contracts for Chairs
Faculty members usually are selected to be chairs because they are respected, not because of their experience as leaders. Deans can help chairs learn the leadership skills they need to achieve departmental and organizational goals by developing a "growth contract" with the chair. Having to analyze what is required to achieve the goals helps a dean appreciate leadership problems at the department level and can encourage the dean and chair to work as a team. In this workshop, you will learn how to use leadership growth contracts to promote the development of skills such as creating a culture that values teaching, building team leadership, motivating faculty, solving problems and making decisions, counseling on performance, managing change, and resolving conflict. You will receive a copy of Lucas's book *The Department Chairperson's Role in Enhancing College Teaching*.

Presenter: Ann F. Lucas, Professor of Management, Fairleigh Dickinson University-Rutherford Campus.

S-25 How to "Market" Your Service-Learning Program
The Bentley [College] Service-Learning Project (BSLP) began modestly in a course where students, through their volunteer work at a Boston shelter, looked at personal values and economic stereotypes. In less than two years, the BSLP has grown to include more than forty faculty, 800 students, and a variety of community agencies. Through the BSLP, the college aims at nothing less than a campus-wide culture of community concern. In this workshop, the founder of the BSLP will share a series of practical "marketing strategies" and related materials that can help your institution develop a successful academic service-learning program.

Presenter: Edward Zlotkowski, Professor of English and Director, Bentley Service-Learning Project, Bentley College.

S-26 Team Learning: Harnessing the Power of Small Student Groups
This workshop will feature a simulation of an instructional format based on small groups — Team Learning — which consistently has resulted in high performance, attendance, and student satisfaction in a wide range of settings. After the simulation, the workshop will address: (a) concerns about using peer teaching; (b) the design of effective group assignments to increase students' higher-level thinking and problem-solving skills; (c) use of peer groups as motivation for high performance and attendance; (d) methods for coping with group mechanics, such as physical layout, materials, and exams; and (e) ways of legitimizing nontraditional teaching methods in a traditional university environment.

Presenter: Larry Kent Michaelsen, Professor of Management, The University of Oklahoma.

SUNDAY, MARCH 14, 2:00-5:00 PM

S-27 Reinventing Community Through BESTNET: The Virtual Academic Community
This workshop is aimed at administrators and faculty interested in broadening their understanding of the use of computer communications for collaborative "on-line" teaching (especially team teaching), learning (through "virtual" groups), and work (performing collaborative research or writing papers, grants, and books). A live computer hookup to several interconnected MicroVaxes will be provided so you can experience an existing and successful scholar's network (BESTNET). *Sponsored by the AAHE Hispanic Caucus.*

Presenters: Armando Arias, Director of BESTNET and Dean, College of Arts and Sciences, Texas A&I University; Tim Walsh, Distributed Learning Manager for U.S. Education and Training and Strategic Programs, Digital Equipment Corporation.

WEDNESDAY, MARCH 17, 12:30-3:30 PM

W-30 Learning Communities: Structures for Curricular Change and Faculty Renewal
Learning communities are curriculum structures that maintain disciplinary integrity while fostering cross-disciplinary conversations. This workshop will examine a variety of learning community models that facilitate the integration of disciplines, support effective working relationships among faculty, and promote critical community building among students. Depending on the group's experiences with learning communities, you will engage with colleagues to develop new learning communities or assess ongoing programs on your campus. You will receive a copy of *Learning Communities: Creating Community Among Students, Faculty, and Disciplines*, by Gabelnick, MacGregor, Matthews, and Smith. *Spon-*

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sored by the AAHE Collaborative Learning Action Community.

Presenters: Faith Gabelnick, Provost and Dean of the Faculty, Mills College; Roberta S. Matthews, Associate Dean for Academic Affairs, LaGuardia Community College, CUNY.

W-31 Assessment for Beginners: Getting Started
This workshop will introduce assessment novices to assessment's basic terms, concepts, and methods. You will explore the basic goals and philosophy of assessment activity, review results from various assessment instruments, and strategize about how to get a project started. Both quantitative and qualitative approaches will be examined, along with strengths and weaknesses of the various approaches. The session will be as hands-on as possible, with ample opportunity for questions.

Presenters: Barbara Wright, Associate Professor, Department of Modern and Classical Languages, University of Connecticut; Karl Schilling, Director, AAHE Assessment Forum, AAHE.

W-32 Playing a Role in Shaping Community
As professionals, we are cast — or we cast ourselves — in a variety of roles, from novice faculty member to department chair, dean, and perhaps president. How we understand each of our roles, and how we "play" them, affects the culture of our community. Through one or more case studies and a simulated role play, this workshop will explore roles you have played in your professional career, those you may aspire to play in the future, and the effect of interactions among roles in the shaping of community. *Sponsored by the AAHE Women's Caucus.*

Presenter: Irene W.D. Hecht, Senior Fellow, American Council on Education.

W-33 Developing a Vision Statement for Your Campus: A Community-Building Process
Institutions facing financial limitations need strong community commitment to sustain and improve academic program quality. It is especially useful for an institution to review its basic reasons for being, then produce a short, elegant vision of future possibilities that is shared by the campus community. Developing such a "vision statement" is not easy, but the process itself stimulates community members to review and reinvent their everyday work, and it provides an agreeable context for action planning and program review. This hands-on workshop will focus on characteristics of both the vision-development process and the statement itself. Materials developed at Gallaudet during its own recent vision-development experience will be shared. Individuals may register, but teams of two or more are encouraged to better enable you to initiate a vision-development process on your campus.

Presenters: I. King Jordan, President, and Bette Martin, Special Assistant to the President for Institutional Affairs, and William J.A. Marshall, Chair of the University Faculty, and Kurt Schneidmiller, Director of Planning, Gallaudet University.

W-34 The Teaching Portfolio: Documenting What We Know and Do
Campuses seeking to raise the level of attention to teaching are turning to the teaching portfolio. A vehicle for faculty to document what they know and do as teachers, the portfolio prompts individual reflection and improvement; it also fosters richer, more public conversation about teaching effectiveness. This workshop will provide an overview of current campus use of teaching portfolios and look at what has been learned thus far about their advantages and limits. You will examine several possible portfolio models, analyze their appropriateness to your own campus context, and consider strategies for getting started.

Presenter: Pat Hutchings, Director, AAHE Teaching Initiative, AAHE.

W-35 Applications of Total Quality Principles to Decision Making and Learning
The focus on continuous quality improvement in higher education is providing a rediscovery of the value of collaborative systems. The application of total quality management philosophy, practices, and tools contributes to effective administrative and learning outcomes. Aimed at faculty and administrators already familiar with TQM's fundamental concepts, this workshop will apply selected total quality methods to decision making and classroom processes.

Presenters: Monica M. Manning, Executive Officer, The Nova Group; Gary M. Shulman, Director of Graduate Studies, Communication Department, Miami University.

W-36 Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education
On our increasingly diverse and complex campuses, the ideal administrator will be the person who knows how to find and bring together diverse minds — reflecting variety in points of view, thinking processes, and question-asking and problem-solving strategies. This workshop defines leadership as what people in leadership positions do *together* rather than alone, and it teaches you to move toward a model of collaborative leadership. Drawing on case studies from their new book, Bensimon and Neumann will involve you in a series of exercises to examine (a) differences between "real" and "illusory" administrative leadership teams; (b) how team members may contribute individually to the collective thinking of the group; (c) the relational and interpretive skills needed to build and maintain teams; and (d) other strategies for creating teams that lead, act, and think together. You will receive a copy of their book *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education. Sponsored by the AAHE Hispanic Caucus.*

Presenters: Estela S. Bensimon, Associate Professor and Senior Research Associate, Center for the Study of Higher Education, The Pennsylvania State University; Anna Neumann, Assistant Professor, Department of Educational Administration, Michigan State University.

W-37 Personal Leadership Development Through Professional-Development Opportunities
Leadership development takes place in many ways and many places. Professional-development activities, such as this conference, are an important means of reviewing your own leadership development, styles, and abilities and honing these through interactions with others. This learning can then be applied back on the job. After taking an inventory of your leadership and management skill strengths and weaknesses, you will review the range of professional-development programs available to address your needs, with particular focus on how you can participate in a conference such as this in a way that addresses and strengthens your areas of weakness. You will receive a copy of *Investing in People: A Practical Guide to Professional Development*, by McDade and Green.

Presenter: Sharon A. McDade, Assistant Professor of Higher and Adult Education, Teachers College, Columbia University.

TICKETED ACTIVITIES

AAHE invites you to register now to attend one or more of these conference activities. Mark your choice(s) on the Registration Form enclosed and add the appropriate fee(s). Advance registration is required for ticketed activities. Activities are open to all attendees, unless noted otherwise.

Faculty Senate Leadership Retreat

Sunday, March 14, 10:00 AM-4:00 PM

For the fifth year, the AAHE National Network of Faculty Senates will sponsor a preconference leadership retreat. Experienced faculty and administrative leaders will profile ways in which campus senates play a central role in fostering communitarian values in both the academic and social domains of the campus. The retreat also will concentrate on how academic leaders can incorporate assessment and total quality management principles into governance activities, respond to the growing demands for more inclusive governance bodies, and promote ideals of leadership within all campus constituencies.

The retreat is designed in an interactive small-group format. Each group will be directed by academic leaders who have extensive experience in campus governance. *Campus teams* composed of faculty leaders and administrators responsible for governance are encouraged to participate. The retreat will include a working luncheon. (More information about the retreat is available from its organizers.)

Organizers: **Joseph G. Flynn,** SUNY Distinguished Service Professor, SUNY College of Technology at Alfred (Alfred, NY 14802; 607/587-4185); **Karen E. Markoe,** SUNY Distinguished Service Professor, SUNY Maritime College (Bronx, NY 10465; 212/409-7252).

Fee: $90, includes lunch.

AAHE Black Caucus Career Development Seminar

Saturday, March 13, 1:00-4:00 PM

Each year, the AAHE Black Caucus conducts a leadership or career-development seminar to enhance the skills and career advancement opportunities of African Americans in the field of higher education. This year the seminar will focus on managerial skills and provide newer members of the higher education community with professional-development strategies. *Sponsored by the AAHE Black Caucus.*

Presenters: **Harold Delaney,** Interim President, Bowie State University; **Jacquelyn Madry-Taylor,** Director, Academic Leadership Academy, and **Joyce Scott,** Vice President for Academic and International Programs, American Association of State Colleges and Universities.

Fee: Free for AAHE Black Caucus members, $50 for nonmembers.

AAHE Hispanic Caucus Professional Development Seminar: "Professional Destinations: Inward, Outward, Onward"

Saturday, March 13, 1:30-4:30 PM

Are you seeking to grow professionally in your current position? Are you looking to advance or relocate? This professional-development seminar will cover the steps of setting your sights, becoming a candidate, and managing the search process. The session will include plenary presentations but emphasize discussion of individual aims within groups organized by current position and aspiration. *Sponsored by the AAHE Hispanic Caucus.*

If you participate in this seminar *and* bring a resume, you will have an opportunity to sign up for an individual consultation with staff members of the Academic Search Consultation Service (ASCS) on Sunday, March 14.

Presenters: **Bruce T. Alton,** Senior Principal, and **John W. Chandler,** Senior Consultant, and **Allan W. Ostar,** Senior Consultant, and **Stanley F. Paulson,** Senior Consultant, and **Ronald S. Stead,** Senior Associate, and **Christine A. Young,** Senior Principal, ASCS.

Note: Open to AAHE Hispanic Caucus members only.

Fee: Free.

AAHE Hispanic Caucus Forum and Luncheon: "Architects for Change"

Sunday, March 14, 8:30 AM-1:30 PM

Last year marked the tenth anniversary of the AAHE Hispanic Caucus. During each of the last ten years, the Forum has been used as a way of looking at the issues that confront Hispanic higher education professionals and the Hispanic community. To prepare for the next decade and the twenty-first century, the Forum this year will be dedicated to reflection on the work of the Caucus and introspection on issues that affect it as it builds for the future. Two long-time members of the Hispanic Caucus will present a position paper on where the Caucus has been and where it is heading. Four reactors will respond to these views, and the membership will begin to shape the goals and vision for the future. A luncheon will follow, with presentation of the annual Hispanic Caucus Awards. *Sponsored by the AAHE Hispanic Caucus.*

Moderator: **David A. Sanchez,** Deputy Associate Director for Research and Education, Los Alamos National Laboratory.

Presenters: **Laura I. Rendon,** Associate Professor of Higher Education, Arizona State University, and Member, AAHE Board of Directors; **Hector Garza,** Associate Graduate Dean, Eastern Michigan University.

Reactors: **Jaime Chahin,** Associate Vice President for Human Resources and University Affairs, Southwest Texas State University; **Mildred Garcia,** Assistant Vice President for Academic Affairs, Montclair State College; **Alfredo G. de los Santos, Jr.,** Vice Chancellor for Educational Development, Maricopa Community Colleges; **Maria Elena Gallegos,** Graduate Student, School of Education, The George Washington University.

Fee: $25.

AAHE Student Forum: "The College and American Society"

Sunday, March 14, 9:00 AM-12:00 noon

This interactive session will involve participants in a dialogue about the ways colleges are affected by society and how students can become agents for social change. The Forum will feature a presentation by **Marvin Wachman,** chancellor of Temple University, and discussion will be facilitated by leaders of the AAHE Student Caucus. *Sponsored by the AAHE Student Caucus.*

Fee: $10.

Jazz Dance: A Multicultural Experience

Sunday, March 14, 10:00 AM-12:00 noon; or Sunday, March 14, 2:00-4:00 PM

Jazz dance provides a mode of exploring, enacting, and living out several cultures in a vibrant form. A uniquely American art form, it was originated and shaped by the fusion of African, Caribbean, Latin, and European dance traditions within the American environment, making jazz

dance multicultural in its very essence. This action seminar will consist of movement experience and lecture/demonstrations. It is designed for anyone interested in incorporating a multicultural artistic experience into a specific course or as a component of a multicultural and/or general-education curriculum. A noted choreographer and educator, Morrow has led workshops for numerous groups, including Project Zero researchers in the Harvard Graduate School of Education, the annual Lilly Conference on College Teaching, and the Southern Conference on Afro-American Studies Convention. No previous experience or skill level is necessary. Wear loose, comfortable clothing.

Leader: **Scott Douglas Morrow,** Artistic Director, Scott Morrow Dance Theatre, and Director of Public School Programs, Bronx Dance Theatre.

Fee: $30.

Highlights of Washington Bus Tour

Saturday, March 13, 1:00-5:00 PM

This chartered bus tour begins with a visit to the U.S. Capitol, followed by a ride through historic Capitol Hill and along the Mall to view the Smithsonian museums, the Washington Monument, the Jefferson Memorial and the surrounding Tidal Basin, the Lincoln Memorial, and the Vietnam Veterans Memorial. You'll cross the Potomac River and travel to Arlington National Cemetery to see the grave of John F. Kennedy and the changing of the guard at the Tomb of the Unknown Soldier. Finally, you'll view the White House en route back to the Hilton.

Fee: $28.

Museum Tour of The Phillips Collection

Saturday, March 13, 3:00-4:00 PM

Enjoy a guided tour of The Phillips Collection, the first museum of modern art in the United States, located within walking distance of the Washington Hilton. The tour, led by a museum docent, will include highlights from the permanent collection and a special exhibition, "Two Lives: Georgia O'Keeffe & Alfred Stieglitz, A Conversation in Paintings and Photographs." Tour price includes museum admission; the museum will be open until 5:00 PM for viewing on your own.

Fee: $7.

Capitol City at Twilight Tour

Saturday, March 13, 7:30-10:30 PM

See the beauty of Washington at night! View the monuments lighted against the night sky while enjoying refreshments, pastries, and fruit served by a waiter on this chartered bus ride. Sights include the Capitol and historic Capitol Hill neighborhood; the Washington Monument; the Jefferson, Lincoln, and Vietnam Veterans memorials; the Kennedy Center for the Performing Arts; and the White House. You also will cross the Potomac River to see the Iwo Jima Memorial.

Fee: $42.

Black History Tour of Washington

Sunday, March 14, 4:15-7:00 PM

See the sights of Washington, DC, on this guided bus tour focusing on local and national African-American history. The tour will include the Frederick Douglass National Historic Site, Lincoln Park, and Capitol Hill. A light meal will be provided during the tour. *Sponsored by the AAHE Black Caucus.*

Fee: $30.

AAHE Women's Caucus Dinner at Sfuzzi's

Monday, March 15, 7:30-9:00 PM

Enjoy an evening out at Sfuzzi's in historic Union Station with members of the AAHE Women's Caucus. *Sponsored by the AAHE Women's Caucus.*

Note: Attending the dinner confers one year of membership in the AAHE Women's Caucus. *Fee:* $35; for information on student discounts, call Caucus Chair Harriet Jardine at 912/471-2834.

EXHIBITS, ETC.

Exhibits

The Exhibit Hall at AAHE's National Conference provides a showcase for products, services, programs, publications, and software for the higher education market. You'll have opportunities throughout the conference to meet vendors and try new products, ask about services, compare programs, and get specialized information.

New this year, the Exhibit Hall also will feature poster sessions and technology demonstrations.

The **Exhibit Hall hours** are:
Sunday, March 14, 12:00-4:00 PM
Monday, March 15, 9:45 AM-4:00 PM
Tuesday, March 16, 8:30 AM-2:00 PM

Past exhibitors include: American College Testing Program; Association of American Publishers; College Board; Conference Book Service; Datatel; Eastern Michigan University; Educational Testing Service; ERIC Clearinghouse on Higher Education; Florida Endowment Fund; Follett College Stores; Hispanic Outlook in Higher Education; Jossey-Bass Publishers; Kettering Foundation; Macmillan Publishing Company; Magna Publications; Miami University; Michigan Colleges' Consortium for Faculty Development; National Center on Postsecondary Teaching, Learning, and Assessment; National College of Education; NOVA University; Partnership for Service-Learning; Peterson's Guides; Riverside Publishing Company; Stanley H. Kaplan Educational Centers; TIAA-CREF; United Nations Publications; University of Missouri-Kansas City; U.S. Department of Education.

Win a Room!

All hotel reservations submitted to the Hilton on the official AAHE Hotel Reservation Form and received by the Hilton by ***February 21, 1993***, will be automatically entered in a drawing for three nights free accommodations during the conference (maximum value $250).

The drawing will take place in the Exhibit Hall at the conference. Check the final Conference Program for day and time. *You must be present at the drawing to win.*

Registration Hours

Saturday, March 13, 12:00-5:00 PM
Sunday, March 14, 7:30 AM-6:30 PM
Monday, March 15, 8:00 AM-4:00 PM
Tuesday, March 16, 7:30 AM-4:00 PM
Wednesday, March 17, 7:30-10:30 AM

Aerobics

Bring your gear and enjoy an aerobic exercise class on Monday morning and an early-morning aerobic walk on Tuesday.

HOTEL, REGISTRATION INSTRUCTIONS

Hotel Reservations and Discounts

The site of the 1993 National Conference on Higher Education is the **Washington Hilton and Towers,** on Connecticut Avenue, in downtown Washington, DC. AAHE has negotiated special room rates for conference participants at the Hilton. The deadline for reservations at these special rates is *February 21, 1993.* Rooms are assigned on a first-come, first-served basis, so make your reservations early.

Follow the instructions below to complete the Hotel Reservation Form:

- To get the **special rates** shown, you must mail or fax your completed Hotel Reservation Form to: The Washington Hilton, Attn: Reservations Department, 1919 Connecticut Avenue, NW, Washington, DC 20009; fax: 202/265-8221. (Do *not* send your form to AAHE.)
- List definite arrival and departure **times.** The hotel will hold your room only until **6 PM,** unless your reservation is confirmed by credit card.
- If you are **sharing** accommodations with others, submit only one form for your group. List the name(s) of your roommate(s) on the appropriate lines of the form.
- The meeting rooms of the Washington Hilton are accessible by **wheelchair.** Note any special housing needs.
- Do not send payment with your form. Once you are assigned a room, the hotel will send you a confirmation and notify you if a **deposit** is required.
- Please don't be a **no-show.** If you won't be using your reservation, cancel it so someone else can.
- **Do *not*** send the Hotel Form to AAHE.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION
NATIONAL CONFERENCE ON HIGHER EDUCATION
MARCH 14-17, 1993

Mail form to: Washington Hilton and Towers
Attn: Reservations Dept.
1919 Connecticut Avenue, NW
Washington, DC 20009

Or fax form to: 202/797-5755

ARRIVAL DATE _____ TIME _____ DEPARTURE DATE _____ TIME _____

NAME (PLEASE PRINT OR TYPE) _____ DAYTIME PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

SHARING WITH (NAMES) _____

PLEASE IDENTIFY ANY ACCESS/PARTICIPATION NEEDS _____

Type of room:

❍ single room (1 person) ❍ double/twin-bedded room (2 persons) ❍ suite

Location: Preference:

❍ Regular Hotel ❍ Towers ❍ nonsmoking ❍ smoking

Circle preferred rate:

Single	$ 104	119	134	154
Double	$ 132	143	159	176
Suites	$ 290 and up			

Use credit card to confirm reservation beyond 6:00 PM arrival:

Credit card name _____

Credit card number _____ Expiration date _____

Deadline for reservations is February 21, 1993. If rate requested is not available, the next available rate will be confirmed. Rooms will be held until 6:00 PM on stated date of arrival unless a later time is confirmed by credit card. Rates are subject to 11% sales tax and $1.50 per night occupancy tax.

Group Discounts

Discounts are available to groups of six or more registrants who register together. For details and rates, the group's coordinator must contact Ann Ford at AAHE at 202/293-6440.

Registration Form Instructions

Follow the instructions below to complete the enclosed Registration Form:

- **Mail** your completed Registration Form with your payment or purchase order to: National Conference Registration, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110, fax 202/293-0073. For more information, call 202/293-6440.
- If you pay by credit card and **fax** in your Registration Form, *do not* send a duplicate form by mail, unless it is clearly marked "confirmation duplicate."
- Make checks **payable** to "AAHE National Conference."
- AAHE is an **individual** member association; your institution cannot be a member. You must be an AAHE member to get the discounted member rate.
- If you are not already a member, use the Registration Form to join AAHE now, and register at the discounted **member rate.**
- Registrations postmarked after *February 19, 1993,* are subject to a $20 **late fee.**
- Full-time **faculty** rates are only for faculty teaching full course loads and exclude those faculty on administrative assignment. **Student** rates are for students engaged primarily in studies, not employment.
- Names of registrants whose forms are received after *February 19, 1993,* will not appear in the **Preregistrants List** distributed at the conference.
- The information marked on the Registration Form with an asterisk (*) will appear on your **conference badge;** please type or print neatly.

AAHE National Conference on Higher Education
March 14-17, 1993 ■ Washington, DC

Mail to:
NCHE Registration
One Dupont Circle, Suite 360
Washington, DC 20036-1110

See instructions to the left of this form.

LAST NAME _____ FIRST NAME _____ M.I. _____

POSITION _____

INSTITUTION _____

ADDRESS (STUDENTS USE HOME ADDRESS) _____ DAYTIME PHONE _____

CITY _____ STATE _____ ZIP _____ DAYTIME FAX _____

PLEASE INDICATE SPECIAL ACCESS OR PARTICIPATION NEEDS _____

Conference Registration

If your registration will be postmarked after **February 19, 1993**, add $20 late fee to prices listed below. If you are already a member, provide membership number off mailing label: A-_____. Check one :

AAHE Members: ❍ Regular $225 ❍ F/T Faculty $175 ❍ Retired $145 ❍ Student $115
Nonmembers: ❍ Regular $305 ❍ F/T Faculty $255 ❍ Retired $195 ❍ Student $165
Family Members (from outside the education field): $30 each. Give name(s) below:
_____.

REGISTRATION $_____

☞ Membership...Join Today!!

Join AAHE and register at the discounted member rate.
Check one:

❍ 1 year $75 ❍ 2 years $145 ❍ 3 years $215
❍ 1 year Student or Retired $45

MEMBERSHIP $_____

Workshops

To register, circle workshop number(s) below:

Sunday AM ($50): S-10 S-12 S-13 S-14 S-15 S-16

Sunday PM ($50): S-17 S-18 S-19 S-20 S-21 S-22 S-23 S-24 S-25 S-26 S-27

Sunday all day ($100): S-11

Wednesday ($50): W-30 W-31 W-32 W-33 W-34 W-35 W-36 W-37

WORKSHOPS $_____

Ticketed Activities/Caucus Memberships

You must be a member of AAHE to join a caucus. Check below:

Faculty Senate Leadership Retreat ❍ $ 90
School/College Collaboration Symposium ❍ $ 35
Jazz Dance Action Seminar
10:00 AM Session ❍ $ 30
2:00 PM Session ❍ $ 30
Highlights of Washington Tour ❍ $ 28
Capitol City at Twilight Tour ❍ $ 42
Black History Tour ❍ $ 30
Phillips Collection Museum Tour ❍ $ 7
American Indian/Alaska Native Caucus ❍ $ 10/yr
Asian Pacific Caucus ❍ $ 15 yr
Black Caucus ❍ $ 15 yr
Hispanic Caucus ❍ $ 25 yr
Lesbian/Gay Caucus ❍ $ 10 yr
Women's Caucus Membership/Dinner ❍ $ 35
Black Caucus Career Development Seminar
Caucus member ❍ free
Nonmember ❍ $ 50
Hispanic Caucus Professional Development Seminar
Caucus Members Only ❍ free
Hispanic Caucus Forum/Luncheon ❍ $ 25
Student Forum ❍ $ 10

ACTIVITIES/CAUCUSES $_____

Payment Method

TOTAL $_____

(FID# 52-0891675) Payment must be in U.S. dollars. Check one:

❍ Purchase Order (no purchase requisitions accepted) ❍ Check (payable to AAHE National Conference)
❍ VISA ❍ MasterCard *(VISA and MasterCard only.)* Credit card number:_____ Exp. date:_____

Cardholder name:_____ Cardholder signature:_____

Registration fees are transferable within fee categories. AAHE will refund fees (less processing charge of $50 for registration fees and $5 for workshop fees: provided refund request is made in writing and postmarked by FEBRUARY 19, 1993. Refunds will be made after the conference.

AAHE office use only: Date:_____ Amount $_____ Check #_____

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1993 National Conference on Higher Education

American Association for Higher Education

March 14-17, 1993

Washington, DC

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B U L L E T I N

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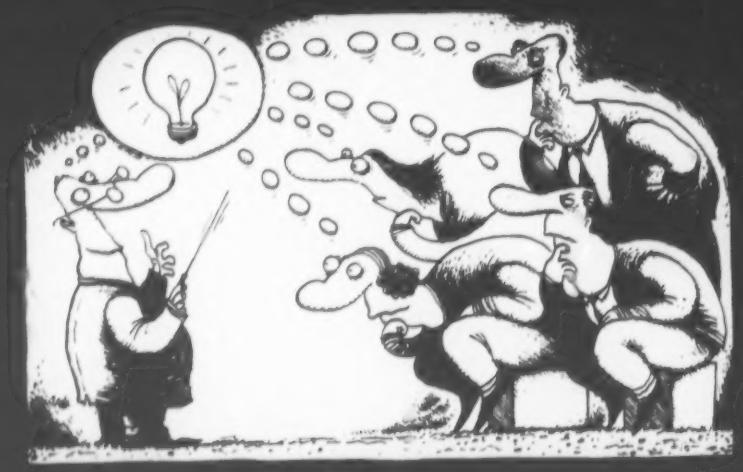
FOR HIGHER EDUCATION

ADMINISTRATIVE TEAMS



STUDENT-FACULTY RESEARCH COLLABORATION

PREPARING GRADUATE STUDENTS TO TEACH

ELECTION SLATE
AAHE NEWS
BULLETIN BOARD *by Ted Marchese*
93 NATIONAL CONFERENCE

In this issue:

Collegiate leadership is a familiar topic for one of this month's authors; in 1989, Estela Bensimon was among four contributors to AAHE's popular essay collection *On Assuming a College or University Presidency.* Her essay, "Five Approaches to Think About: Lessons Learned From Experienced Presidents," was based on face-to-face conversations with two dozen first-time presidents and ten veterans, all new to their positions. She asked a practical question: Since "studies of the college presidency consistently suggest that experience in the position makes the greatest difference to success," can we characterize the "approaches of experience" in ways that will help newcomers succeed? Yes, was her answer, and she offered five such ways, with the following caveat:

> Given that each campus situation is unique, the recommendations are intended not as items on a checklist but as a way of *thinking about* being a new president.

This month, Bensimon and coauthor Anna Neumann report out findings from a similar interviewing process, this on "Administrative Teams & Teamwork," beginning on the next page.

If administrative teamwork is your topic too, you might want to order Neumann and Bensimon's new book, *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education* (Johns Hopkins University Press, 1993). If you'll be in Washington, D.C., for AAHE's 1993 National Conference (March 14-17), consider attending their Wednesday workshop; for more on that, see the box on page 6. Space in that workshop is limited, and advance registration is required. We'll hope to see you there. **—BP**

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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ADMINISTRATIVE TEAMS & TEAMWORK

Strategies for presidents and other team leaders, from a study of fifteen colleges.

by Anna Neumann and Estela Mara Bensimon

Consider these scenarios:

- The president of a financially strapped public college is startled by the legislature's request that she cut the budget by 15 percent.
- After a sudden outbreak of racial tension at a prestigious liberal arts college, representatives of multiple ethnic groups confront the president with major but competing agendas for change.
- On opening the morning newspaper, the president of a major research university learns that an internationally renowned faculty member on his campus has resigned in protest of her colleagues' sexist behavior.
- The president of a community college ponders how to increase student transfer to four-year colleges.

These are problems that college presidents face daily. Yet, while we assume that it is the *president* who must respond to such challenges, administrative realities tell a different story. In most cases, the president will call in her or his most trusted advisors and associates, shut the door, and ask for help. Together this *presidential team* will talk, complain, worry, brainstorm, question, argue, even role play — but, most important, they will *think* together.

Studying Leadership

Despite the reality of "leadership as teamwork" going on behind closed doors, most of us hold fast to the myth that it is just one person — the president — who thinks and decides in the exercise of college leadership. While it is easy to believe in the myth of bold, one-person leadership during tranquil times, it is much harder to hold to that myth when times are turbulent — when budgets must be slashed, or when new and competing voices must be heard. The strains and tensions of contemporary campus life force presidents to rely more clearly — and perhaps more openly — on the combined expertise of multiple minds. This is the essence of administrative teamwork. Our view, as we have developed it from our research, is that the college and university presidency is posited not in one person but in a team. The presidential team acts together, but, most important, it *thinks together*.

Our knowledge of leadership by teams is based primarily on a study of top administrative leadership in fifteen colleges and universities throughout the United States. We visited and spoke at length with the presidents of these institutions and with members of their designated teams, in all, interviewing more

Anna Neumann is assistant professor, Department of Educational Administration, Erickson Hall, Michigan State University, East Lansing, MI 48824-1034.

Estela Mara Bensimon is associate professor and senior research associate, Center for the Study of Higher Education, The Pennsylvania State University, 403 South Allen Street, Suite 104, University Park, PA 16801-5252.

than seventy individuals.

In those interviews, we wanted to know how the members of the presidential team worked together, how they perceived the quality of their working relationships, and how they addressed conflict and diversity of orientation among team members. We also wanted to know how the president or others on the team made the group a "team" and kept it that way.

What Does a Successful Team Look Like?

We saw both successful and unsuccessful teams in our study. But we found that teams that worked together particularly well — for example, catching problems before they blew out of proportion, working cooperatively in emergencies, promoting dialogue rather than turf war — share some attributes. Briefly, they are:

A succesaful team fulfills three functions: A successful team will be *utilitarian* in accomplishing task-related activities, such as providing information, planning, and making decisions — in other words, establishing a sense of rationality in administrative work and maintaining control over institutional functioning. While most traditional leadership theory focuses only on utilitarian functions, our research shows that successful teams engage in far more.

A successful team is also *expressive*, in that it strives to meet team members' affective needs for collegial relations, support, counsel, and commitment. Through the expressive function, a team reinforces its sense of internal connectedness. It is on the foundation of team connectedness, or "groupness," that the substantive tasks of teamwork occur; without it, the real work of the team may never materialize. During times of campus difficulty, it is likely the president, more than any other team member, will reap benefits from her or his team's expressive qualities.

The most important feature of a successful team is its ability to act like a social brain, in sharing and forging multiple perspectives; in questioning, challenging, and arguing; and in monitoring and providing feedback.

The most important feature of a successful team (and this is what separated the effective team from the ineffective in our study) is its ability to act like a social brain. Through this *cognitive* function, team members pool their intelligence, for example, in sharing and forging multiple perspectives; in questioning, challenging, and arguing; and in monitoring and providing feedback. Through its cognitive function, the team becomes a source of creativity. It also serves as a warning and corrective device in the case of institutional dysfunction.

A successful team includes members who fill diverse thinking roles and who stimulate, in the team, diverse thinking processes. While we usually think of "roles" on a team in terms of standard administrative titles (e.g., the role of vice president for student affairs or business affairs), we also can conceive of roles in terms of the team's thinking. Our study identified a number of *team thinking roles*, played by persons on the team in stimulating the total team's thought processes.

The successful team in our study typically comprised five core thinking roles:

- The *Definer* led the team in determining its formal and informal agendas, that is, setting topics to which the team would put its collective mind.
- The *Analyst* stimulated team-wide examination of issues that the Definer had framed for the group's attention, for example, by taking issues apart, viewing them from diverse angles, looking at larger contexts, assessing likely ramifications.
- The *Interpreter* pointed the team's attention at how people outside the team might see and understand team issues and actions.
- The *Critic* often rubbed against the grain, questioning and proposing reformulation of the team's current agenda, its favored analytic approaches, and its central interpretations. (While some Critics inspired team-wide processes of critique, other Critics had to take stands alone or with little support from team colleagues.)
- The *Synthesizer* led in building a summative picture from the team's defining, analytic, interpretive, and critical dialogue.

These five roles, working in concert, form the core of *team thinking*, as members of the team act out specific roles, drawing other members into their particular lines of thought. While members' thinking roles are less visible to the public eye than their standard administrative roles, those thinking roles are just as (if not more) important in the conduct of leadership.

What Does It Take To Make Team Thinking Happen?

To be able to think together, we suggest that a team cultivate four capabilities:

The team should have time

to talk and think together. Teamwork that stimulates and builds on team members' thinking requires dialogue — team members talking together, questioning, listening, and learning from one another. Dialogue, however, cannot happen without regularly scheduled meetings. It is the lead administrator's responsibility to schedule such meetings and to treat them as sacred. Presidents who often cancel cabinet meetings appear to devalue the team, and they give off the message that getting together is unimportant compared with other tasks.

The team should strive to understand the subjective experiences of others. As college campuses become more diverse, it is imperative that administrative leaders hear and try to comprehend the voices of others. Leaders must realize that what *they* — as the official leaders — see, hear, feel, and understand is not the whole of reality, and that it is the experiences of others (who often are not in leadership positions) that constitute the life of a campus. It is important for campus leaders to tune into and to *join* that life.

The team should strive to be critical and to engage in "difficult dialogue." A difficult dialogue occurs when a team is able to question the taken-for-granted. It occurs when a team worries more about the values and meanings expressed by its actions, policies, and practices than in the efficiency of bureaucratic organization. And it occurs when a team tries to understand how diverse constituencies experience the campus, rather than focusing on how to make the bureaucracy work harder, faster, and/or more productively. It is ultimately concerned with what the college stands for and how its practices reflect its values.

Teams are human groups, not machines. To work effectively with a team, its leader needs to decipher how team members see and experience their team reality, including what holds the team together and what pulls it apart.

The team should learn to reflect, and it should learn *from* reflection. To reflect is to see afresh, and to think deeply (perhaps for the first time) about what the team does, why, and what it stands for. A team often is so absorbed by changes happening around it that it neglects to question the nature, sources, and meanings of those changes. It also neglects to question its own assumptions and values with regard to those changes. To ask deep questions about change and about team members' beliefs about change can mean opening the door to disorder, argument, differences, beginnings without ends, long talks with no clear solutions in sight. Such questions force the members of a team to look at what they do *not* know about their problematic world. They force a team to delve into what individual team members believe and what, ultimately, they value — including the value-based differences that divide the team. While it can seem easier to remain silent about these ambiguities and differences, just such a silence can destroy a team. While the conflict inherent in such dialogue is threatening, it is also a sign that the team is alive and thinking.

What Should a Leader Do To Build a Team?

While many people think of teams only in mechanistic and utilitarian terms — how they plan and make decisions, how they take action, how they accomplish objectives — we must view teams from a *cultural* perspective, too. Thinking of teams only in utilitarian terms makes team-building advice sound purely utilitarian, missing issues related to the expressive and cognitive aspects of what it means to be a team. However, thinking culturally, we can begin to grapple with what it takes, in more human terms, to build a team — one whose members can think, talk, listen, and understand together. A cultural view of the team lets us see and relate to its human qualities.

Viewed culturally, teams are human groups, not machines. To work effectively with a team, its leader needs to decipher how team members see and experience their team reality, including what holds the team together and what pulls it apart. This is where the cultural, or human, view of teamwork helps most. A college president or other team builder who thinks culturally (rather than in utilitarian or mechanistic terms) will attend to how team members interact with or distance themselves from one another, how they share or withhold power in decision making, and how they use language to give meaning to their interactions and to their sense of interrelatedness.

Team building viewed from a utilitarian perspective directs the president or other leader to treat the team as a mechanical tool: to pick the right parts, to sharpen them, to coordinate them inanimately and with little attention to how they think or feel or relate *to one another* (rather than to the president or to college goals). Team building viewed culturally

is different. It leads the president to treat the team as a group of human beings with unique abilities and talents, with minds capable of knowing and questioning, and with abilities to relate to and learn from one another. If we think of the team in cultural terms, we *cannot* think of it as a tool used by the president. Rather, we think of the team as a living, growing web, of which the president is a part; the president relates to the team by trying to understand it and to grow with it.

Given this cultural view, we suggest three approaches that presidents and other team leaders can use to build, strengthen, and develop their teams:

Decipher the team's task. Are there patterns in what the group talks about, and what it neglects to talk about? What's the substance of group attention and discussion? What is not discussed? What might be contributing to the patterns of inclusion and exclusion of subjects in the talk? Despite formal agendas, what's the team working on in a deeper, perhaps unspoken sense? And what's avoided or left out?

Decipher the team's process. Are there patterns in how group members work together relative to whatever task is being addressed? Does the team tend to emphasize utilitarian, expressive, or cognitive modes, or some combination? To what extent does the team think together? Which thinking roles are in evidence and which appear to be absent? What might these patterns say about the nature of the team?

Decipher patterns of interaction within the team. How do team members relate *to one another* during and outside of team meetings. What is the nature of the team web? Do individual members speak regularly within meetings, and do they listen to one another? Does one person typically take the defining lead, while others follow? To what extent and through what means do team members communicate outside of meetings? Are certain persons left out of the web at certain times? Why might this be happening?

Team building is often associated with traditional managerial skills such as the selection and assessment of personnel and the organization of staff resources and activities, including the effective conduct of meetings, the development of orderly agendas, and the cultivation of group decision-making skills. We have found, in our studies, that most administrators have a fairly comprehensive working knowledge of rational management, and that what most need is an understanding of the human and sense-making aspects of team building.

The *cultural* metaphor divests the team of its formalism, portraying it, instead, as a live human group that is always changing, always in flux, always in the process of becoming. From this perspective, team building involves the giving and sustaining of life within a group, rather than the mechanical piecing together of administrative roles. The cultural perspective helps administrators concentrate on how groups come together and come apart, how they bring in some people while excluding others, and how they make meaning. ■

Note

This article is adapted from *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*, coauthored by Estela Mara Bensimon and Anna Neumann, to be published by The Johns Hopkins University Press in March 1993. For information, call toll free 800/537-5487.

More On Administrative Teams
at AAHE's 1993 National Conference

Two events at the upcoming 1993 National Conference (in Washington, D.C., on March 14-17) will address the topic of teams and teamwork:

Workshop

On Wednesday, March 17, at 12:30-3:30 PM, authors Estela Bensimon and Anna Neumann will present a Professional Development Workshop (W-36) entitled "Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education."

Drawing on case studies, they will help attendees move toward a model of collaborative leadership through a series of exercises examining (a) differences between "real" and "illusory" teams; (b) how team members may contribute individually to the collective thinking of the group; (c) the relational and interpretive skills needed to build and maintain teams; and (d) other strategies for creating teams that lead, act, and think together.

The workshop is open to National Conference participants and requires an additional fee of $50 and advance registration. Attendees receive a copy of Bensimon and Neumann's book. Use the Conference Registration Form enclosed in the January 1993 *Bulletin* to register.

Roundtable Book Discussion

On Monday, March 15, at 1:00-1:50 PM, Bensimon and Neumann's book, *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*, will be the subject of an informal roundtable discussion. (A second book, *How Academic Leadership Works*, by Robert Birnbaum, will also be on the agenda.)

The Roundtable Book Discussion is free and open to all National Conference participants.

ON RECONCILING TEACHING AND RESEARCH

by Kenneth Kolson and Sandee Yuen

Student-faculty research collaboration, especially in the humanities, is proof that scholarly research can inform undergraduate teaching, and that such teaching can inform research.

Are teaching and research incompatible? This issue, so contentious in the humanities, has provoked little or no controversy among scientists. As A. Bartlett Giamatti explained years ago in *A Free and Ordered Space*:

> In science, teaching and research not only go hand in hand but are often the same hand: the pedagogical act an act of investigation, the investigatory act shared with students and associates who are also colleagues, the whole a splendid, ongoing instance of intellectual and human collaboration. . . . [T]he distinctive style of scientific investigation is collaborative, and the distinctive process is such that it is impossible finally to distinguish research from teaching, seeking from sharing.

That scientists take for granted a "hands-on" approach to teaching and learning can be seen in Project Kaleidoscope, a venture supported a few years ago by the National Science Foundation, which was dedicated to the proposition that the most effective type of instruction

> takes place in a community where faculty are committed equally to undergraduate teaching and to their own intellectual vitality, where faculty see students as partners in learning, where students collaborate with one another and gain confidence that they can succeed, and where institutions support such communities of learners.

A number of colleges — for example, Allegheny College, whose president, Daniel F. Sullivan, was chair of the Project Kaleidoscope executive committee — are now consciously engaged in encouraging "hands-on" learning outside the sciences generally, and in the humanities particularly.

A National Movement

It might not be going too far to say that there is a national movement afoot to encourage student-faculty research collaboration. For example, the National Conference on Undergraduate Research (NCUR) series, founded in 1987, is dedicated to enriching undergraduate teaching and learning

> by promoting opportunities for students to experience firsthand the processes of scholarly exploration and discovery that characterize the academic life, to assist the professional efforts of faculty and others in these areas, and to understand and appreciate the goals, methods, and results of diverse areas of inquiry and ways of knowing.

Kenneth Kolson is deputy to the director, Division of Research Programs, National Endowment for the Humanities, Room 318, 1100 Pennsylvania Avenue NW, Washington, DC 20506.

Sandee Yuen, a 1992 graduate of American University, is a former National Endowment for the Humanities intern.

The NCUR publishes the proceedings of its conferences; maintains a national network of faculty, administrators, and students; and generally preaches the gospel of undergraduate research.

Other exemplary initiatives are under way:

- Since 1988, the *UNCA Journal of Undergraduate Research*, published by the University of North Carolina at Asheville (UNCA), has argued that "publication is a vitally important part of the research process from which undergraduate researchers should not be excluded."
- The University of Chicago's College Research Opportunities Program (CROP) regularly publishes a *Directory* of project directors in search of research assistants. Many of the research assistantships are paid positions; some carry course credit. In addition, undergraduates may apply to the university's Richter Fund for research support based on a proposal with a faculty sponsor.
- Vanderbilt University's summer research program issued from a panel charged in 1988 with improving the quality of intellectual life on campus; participating undergraduates are paid $3,000. An article in the July 31, 1991, issue of *The Chronicle of Higher Education* highlighted similar programs at Connecticut College, Eckerd College, Purdue University, the University of Dayton, the University of Michigan, and Yale University.
- Franklin and Marshall College has long supported student-faculty research collaboration through its Hackman Program, in which some seventy students were supported in the summer of 1992; additional Hackman fellows work during the school year. As a matter of policy, the fellows may not earn academic credit for their work, but they are well paid — $2,700 for a summer's work — and nearly a third enroll in independent study projects with their faculty mentor in the fall, for which they do earn credit. F&M is attempting not only to encourage growth of the Hackman Program but also to increase the rate of participation by humanities faculty and students.
- Colorado College, which has a modular academic calendar, encourages students to use one of their three-week terms to travel to a library or archive or to do fieldwork related to the college's senior thesis requirement. Grants of up to $600 encourage faculty members to think of their students as research assistants.
- The Stanford Humanities Center has encouraged undergraduate involvement in its programs by annually naming fellows, who have access to a common study and lounge; attend lunches, research presentations, and other events according to their individual interests and projects; and are served by a director of undergraduate research opportunities.

Some colleges have used senior thesis requirements to foster an across-the-curriculum approach to research. Others have fostered student research through honors programs.

Interinstitutional cooperation. Several of the most interesting efforts to encourage student-faculty research collaboration have involved significant interinstitutional cooperation — for example, the program conducted by the Newberry Library in conjunction with two consortia of heartland colleges: the Associated Colleges of the Midwest (ACM) and the Great Lakes Colleges Association (GLCA). The ACM/GLCA Newberry Library Program in the Humanities invites faculty and students to explore the holdings of the Newberry bearing on a particular topic; in 1992, the topic was "The Dialogue With Progress."

Another case is the Summer Research Opportunities Program (SROP) of the Committee on Institutional Cooperation, which is the academic consortium of the Big Ten universities plus the University of Chicago. A program designed to increase the number of minority academics, SROP had a total of 640 student participants in all fields in summer 1992. Minority students are recruited from member institutions plus many others across the country to participate in summer research projects with faculty mentors.

We would submit, too, that humanities faculty members can without too much difficulty be persuaded that ingenious ways exist for scholarly research to inform undergraduate teaching.

Humanities Research

Editing projects. In the humanities, editing projects seem particularly good at accommodating appropriate student involvement. The works of Giuseppe Verdi, for example, are being edited at the University of Chicago, under the direction of Phillip Gossett. Gossett has wedded the project to a doctoral seminar dealing with various problems of establishing texts for nineteenth-century Italian operas, examining compositional methods, contemporary performance practice, and conventions of musical notation, as well as the broader issues of textual criticism. In 1991, Gossett had his students edit the score and prepare draft commentary of Verdi's opera *Alzira*; he checked the copy note by note as it was prepared. Two of the students from the seminar served as volume editors for *Alzira* and will complete the research for the historical introduction that will appear in the volume of musical text.

At the Black Periodical Literature Project, at Harvard University, graduate and undergraduate students are employed in research and clerical positions. The assistant director of research is committed to the learning experience of the students and ensures that each is exposed to a variety of work. All of the students share in the excitement of discovering and cataloguing previously unknown pieces of African-American literature and identifying their often obscure, pseudonymous authors. The students also are exposed to the critical work of the project's three senior editors — Henry Louis Gates, Jr.; Phillip Harper; and Anthony Appiah, who are in the forefront of the current rediscovery and reevaluation of this vital segment of American literature.

While student-faculty research collaboration obviously is facilitated by proximity to important archival materials, faculty members at institutions without major research libraries must be more resourceful. At Knox College, for example, two faculty members, Douglas Wilson and Rodney Davis, are editing the material about Abraham Lincoln collected by his law partner and biographer, William H. Herndon. Students from a course Wilson and Davis teach together have been involved in background research and in transcribing letters and interviews, the originals of which are in the Library of Congress and the Huntington Library. Directly related to this research was a cover story in *The Atlantic* comparing the reading habits of Lincoln with those of Thomas Jefferson — thus underscoring the point that research in the service of teaching is likely to yield scholarly products that can be shared with a general audience.

It is worth noting, too, that in some fields advances in information technology have made access to primary source materials feasible for the first time. In classics, for example, the *Thesaurus Linguae Graecae*, a reasonably priced electronic textbase of ancient Greek texts from Homer through 600 A.D., has proved a boon not only for scholars but for undergraduates as well. Students also have participated in the production of reference works and classroom materials. For example, Susanne Woods, vice president and dean at Franklin and Marshall College, reports that in a course on Renaissance women writers given at Brown University in 1990, she assigned group editing projects, which yielded an anthology of seventeenth-century writing. Woods also reports that materials drawn from the Brown Women Writers Project textbase have made their way into courses at more than forty colleges across the country.

Translating projects. Translation, which is often integral to editing projects, involves both the transmission and the creation of knowledge; as such, it blurs the distinction between teaching and research. At Knox College, again, one student's senior project consisted of translating into English a manuscript by a Russian named L.I. Mechnikov that describes the Meiji Restoration in Japan. Using both the original and the published Japanese translation, the student worked alongside Mikiso Hane, of the Knox history department, who himself is hard at work on a study of Russian émigrés to Japan.

Field research. Other kinds of projects can promote student-faculty collaboration. At Duke University, where William Chafe directs a collaborative study of life in the Jim Crow South, students — many of them undergraduates at historically black colleges and universities (HBCUs) in the region — serve as the primary field workers, consulting articles, books, reports, films, recordings, and oral history transcripts held at Duke and at HBCU repositories. In the field of archaeology, a growing number of projects are incorporating teaching into their research design. Field schools, such as the one Boston University administers at an excavation in Newbury, Massachusetts, have become crucial training grounds for undergraduate and graduate archaeology majors. Moreover, the quality of research undertaken at excavations that include field schools has been greatly enhanced by student demand *in situ* for explanations of methodologies and interpretations.

The more formidable challenge facing academic administrators is showing their faculty that teaching can inform research — that the undergraduate classroom can serve as the crucible of humanities scholarship.

Conference presentations. Conferences also can provide the occasion for student participation in research. Undergraduates can, of course, be taken by their teachers to conferences where scholarly research is disseminated, and they can sometimes make a significant contribution. For example, a conference on "Muslim Societies and Politics: Soviet and U.S. Approaches" yielded an article in the *Middle East Journal* that was written jointly by Dale F. Eickelman, an anthropology professor at Dartmouth College, and Kamran Pasha, a Dartmouth undergraduate specializing in Islamic studies.

Taking the Risk

Of course, student-faculty research collaboration entails certain risks. Students can be exploited by their professors.

Their research can be dishonestly appropriated. They can be assigned menial tasks, not truly invited to join the community of learners. An even graver risk, given the ethos currently governing academe, is that student-faculty research collaboration will reinforce the impression that research is the only thing that counts. And, of course, students ought not to be prematurely socialized into any profession, including the academic profession.

An element of risk exists for faculty members, too. At various career stages, they face different challenges in reconciling their teaching obligations with their research agendas. New faculty members who have just finished defending a Ph.D. dissertation usually find their research interests too narrowly focused to inform their teaching, at least their undergraduate teaching. This is particularly true in the case of assistant professors consigned to multiple sections of introductory or service courses and of literature scholars who primarily teach foreign language courses.

Faculty members who have been out a few years, and for whom tenure review looms large, often think in terms of extending or building on their dissertation research as they plan a second book; the incentive structure at that stage, too, creates tension between teaching and research. And, while senior faculty members with tenured appointments might have the liberty to undertake research projects that are informed by their teaching responsibilities, and vice versa, usually there are no particular incentives for doing so, and no special resources for them to draw on.

Whether faculty members will even bother to try for a rapprochement between teaching and research often will depend on the quality of leadership provided by department chairs, deans, provosts, academic vice presidents — and presidents, too. Our strong suspicion is that enlightened leadership has made all the difference at institutions such as the University of Chicago, Allegheny, Knox, Franklin and Marshall, and the Newberry Library. We would submit, too, that humanities faculty members can without too much difficulty be persuaded that ingenious ways exist for scholarly research to inform undergraduate teaching. We think that the more formidable challenge facing academic administrators is showing their faculty that teaching can inform research — that the undergraduate classroom can serve as the crucible of humanities scholarship.

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Most faculty members probably could cite a personal example. One of us can report that it was while team teaching a course at Hiram College on the history of American political parties (providing the political science perspective, while the other teacher developed the historical context), that he found himself preparing a critique of Richard Hofstadter's *The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840*, which he subsequently published in a scholarly journal, and which shaped his research agenda for several years thereafter.

A much more dramatic case in point can be drawn from the lecture that the eminent historian Carl Schorske delivered a few years ago as part of the American Council of Learned Societies' Charles Homer Haskins Lecture series. In that lecture, Schorske described the intellectual crisis that he faced as a young man, recently released from wartime duty, teaching European history at Wesleyan University. As Schorske saw it, the challenge was accommodating the dreadful events of the 1930s and 1940s to a course that seemed logically to conclude in the intellectual consensus of the pre-World War I West. He explained that he "resolved to explore the historical genesis of the modern cultural consciousness," and that to do so required that he confine his study to "a circumscribed historical context," possibly to a single city. In his courses, then, he held auditions:

> Like Goldilocks in the house of the three bears, I tried out several — Paris, Berlin, London, Vienna — in seminars with Wesleyan students. I chose Vienna as the one that was "just right."

The origins of Schorske's magnum opus *Fin-de-siecle Vienna*, in short, lay in his *teaching* duties. Could there be more eloquent testimony in support of the proposition that teaching and research are complementary intellectual activities?

Every day, hundreds of college teachers — less eloquently than Schorske, to be sure — refute the incompatibility thesis by being both serious researchers and excellent teachers. Our hunch is that research (by Robert McCaughey, of Barnard College, among others) will provide empirical support for what we already know from experience: that great teaching springs from the library and the laboratory. Where are professors to derive their authority, if not from active scholarship? ■

Note

The views expressed by the authors are their own, and not necessarily those of the National Endowment for the Humanities.

PREPARING GRADUATE STUDENTS TO TEACH

Where We Are, Where We Are Going

an interview with Leo M. Lambert
by Pat Hutchings

"More than at any university we know, key administrators at Syracuse believe in the maxim that lasting innovation needs to be a cooperative effort . . . that only if a number of institutions pull together will the system change in ways that sustain local initiatives. As a leader of the initial TA-training movement, a chief architect of one of the most advanced programs of TA training in the country, it came naturally to Leo Lambert to 'think nationally.'" So do AAHE and Council of Graduate Schools presidents Russ Edgerton and Jules LaPidus introduce readers to Leo Lambert, editor of AAHE's newest publication, PREPARING GRADUATE STUDENTS TO TEACH.

A key figure on the TA-preparation scene, Lambert is associate dean of the Graduate School and director of the TA Program at Syracuse University, where he also teaches in the graduate program in higher education.

After collecting data from hundreds of colleges and universities nationwide, Lambert and Syracuse colleague and coeditor Stacey Lane Tice devoted a year of time and energy to producing PREPARING GRADUATE STUDENTS TO TEACH, *a 200-page guide to exemplary programs published in January by AAHE's Teaching Initiative. Pat Hutchings, director of AAHE's Teaching Initiative, talked to him the week his book was released.* —*Eds.*

HUTCHINGS: Leo, you and Stacey Lane Tice have been hard at work on *Preparing Graduate Students To Teach* for more than a year. And, of course, you've been very involved in programs for TAs on your own campus for much longer than that. So you know the landscape as a participant as well as an observer. Give us an overview. Are we making progress?

LAMBERT: We are making good progress, Pat, but the path for our progress has sometimes been recursive, in my experience. Take the issue of international teaching assistants (ITAs) with poor

English language proficiency that has received so much attention and continues to concern our research universities. Many institutions, including Syracuse, adopted rigorous standards for screening ITAs for English language proficiency and instituted new programs in oral communications in response to complaints. But we also later came to understand and appreciate other dimensions of the problem.

For example, we learned we also needed to help ITAs better understand cultural differences as they relate to teaching and learning in the American class-

We sometimes revisit old ground, but with a more sophisticated understanding of the issues and questions on later passes. But we are making great progress, without a doubt.

room. We also began to counteract some of the unfair treatment of ITAs by undergraduates that has its basis in intolerance and xenophobia. And we improved our communications with students, parents, and the public about why so many graduate students in the sciences and engineering come from Far East Asia in the first place. We sometimes revisit old ground, but with a more sophisticated understanding of the issues and questions on later passes. But we are making great progress, without a doubt.

HUTCHINGS: So we've come a long way. How do you see that progress reflected in current practice?

LAMBERT: A couple things come to mind. A very important advance is the emerging partnership between centralized programs and academic departments. That is, a lot of us who are known for being active in the TA "movement" — Jody Nyquist, at Washington; Nancy Chism, at Ohio State; Marilla Svinicki, at UT-Austin; myself and many others — have our home base in a centralized program, whether in a center for teaching excellence or a graduate school or what have you. But I think we really need to underscore that the academic departments are where the real action takes place. The faculty in the academic disciplines are the ones who bear ultimate responsibility — and have the necessary expertise — for preparing graduate students as future faculty, in both teaching and research. Future conversations, I think, will focus on the relationship between centralized TA-development programs and TA preparation in the disciplines, the nature of those partnerships, and how they can be symbiotic and mutually reinforce one another. That's important.

I also think it's important to mention what I see in a few of the programs that are profiled in the book. If you look at Emory's TATTO program or at the Future Professoriate Project at Syracuse, what you see is a fundamental reconsideration of graduate education and what it means to earn a Ph.D. *in light of our responsibility to prepare students as teachers.* That is a remarkable, remarkable phenomenon. It indicates to me that we have moved far beyond TA-orientation programs and training international TAs to speak better English . . . which I don't mean to undercut or minimize one bit. But we've really moved on to a bigger agenda, which asks how might we systematically change the process by which we prepare Ph.D. students for *both* teaching and research.

This means, of course, that we must rethink faculty roles regarding both sets of responsibilities, while not extending time-to-degree for the Ph.D. For this to occur successfully, academic departments must very carefully integrate preparation for teaching into the mainstream of their graduate degree programs.

HUTCHINGS: That's a very heartening diagnosis, Leo. But is there anything you're worried about as you look over the current scene?

LAMBERT: I am concerned whether leaders in higher education will be able to sustain this relatively recent rededication to quality teaching and to reconsidering the campus reward system to better recognize quality teaching. There have been positive signs of change on my campus in terms of improving the status of teaching. But it's still very, very early in the ball game, and we still need to convince a lot of skeptics out there that fundamental change truly has occurred.

Having said that, let me also say — on a brighter note — that it is really fortuitous that the TA-development movement has occurred just at the right time: when Boyer's book *Scholarship Reconsidered* has prompted so much discussion, and faculty reward systems are being reconsidered, and disciplinary associations and academic societies are reassessing the status of teaching. That all of these discussions are occurring together has been to the benefit of quality TA preparation nationally and of teaching more generally.

STRATEGIES & PRACTICES

HUTCHINGS: Let's talk a bit more about *Preparing Graduate Students To Teach* itself, Leo. In it, readers will get a good sense of the landscape that you're painting right now. But what particular strategies for improvement will they learn about? What practices are suggested by the model programs it describes?

We've really moved on to a bigger agenda, which asks how might we systematically change the process by which we prepare Ph.D. students for *both* teaching and research.

LAMBERT: One such practice would be mentoring. It's clear we need to have more frequent and more sophisticated conversations about teaching occur between and among graduate students and faculty. This sometimes happens informally, by happenstance, and sometimes wonderful things result, as you know. But mentoring should not be left to happenstance. That's not how we mentor for research, and it shouldn't be the case for teaching, either. Graduate students ought to be sitting down regularly with faculty and peers and talking about teaching in the context of their discipline, and these should be serious, scholarly, substantive discussions.

Another practice I'd mention is teaching portfolios. I think teaching portfolios hold tremendous promise in the arena of preparing future faculty, and we are going to see a lot of creative exploration of their potential use for graduate students. In fact, I think that portfolios might be most powerful with TAs because graduate students are naturally interested in building a professional portfolio; many are naturally motivated to accumulate evidence and artifacts of their experiences and their professional growth and development as teachers. At Syracuse, we've had an enthusiastic response from graduate students about teaching portfolios; our workshops and colloquia on the subject usually are well attended.

So, teaching portfolios and mentoring would be two items on my list; many other creative ideas are featured in the book. But again, I'd underscore that we must continue to focus the entire process of graduate education, and how more sophisticated and comprehensive preparation for teaching can occur, within the context of academic disciplines. We know that very wide differences exist among the disciplines in terms of how this can happen.

For example, in physics and many of the other sciences, graduate students tend to have their teaching experiences early in their graduate program, because later on they work in a very concentrated fashion as research assistants with their research mentor and fellow graduate students in the lab. That's very different from the kinds of experiences graduate students have in philosophy and English, where research support is relatively uncommon and graduate students rely much more heavily on teaching assistantships for support. But, despite those major differences, it is possible . . . and we are seeing it on my own campus, and on other campuses . . . a systematic review of how quality preparation for teaching can be built in as an integral part of graduate studies. I think that's key.

HUTCHINGS: Pretty obviously, *Preparing Graduate Students To Teach* is going to be helpful to people like you, Leo, who are in the TA business, either at a centralized or a departmental level. Is there anything in it for me if I'm not working with TAs?

LAMBERT: Well, getting back to the point that I was making earlier about faculty, I'm hoping that we can entice them to pick up a copy of the book and to spend a few hours with it, and read about what's going on not only in their own discipline but in other disciplines, as well. This is an area where Chemistry can learn from Psychology, and vice versa. Many of the ideas, the basic approaches, techniques, and strategies, I think, are transportable, to a degree.

In fact, many of the strategies and techniques advanced in the book can be applied to faculty and their teaching, sometimes, of course, with appropriate modification. When Syracuse brought a group of faculty up to the Adirondacks last summer for our first Faculty Teaching Mentors Seminar, a distinguished, widely respected faculty member said quite candidly, "A lot of us don't feel like we have the skills and professional knowledge to attempt to, or pretend to, mentor our graduate students about teaching. We need some of this preparation and training ourselves!" That comment met with more than a few nods, with others saying, "Yes, that's right . . . if we're going to be training the next generation of the professoriate, we need some practical, interdisciplinary discussion about what it *means* to be a mentor and learn about practical techniques that one might employ to be creative and effective at it."

HUTCHINGS: So you can't talk about "TA training" without talk-

PREPARING GRADUATE STUDENTS TO TEACH

A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty

Edited by Leo M. Lambert and Stacey Lane Tice
Syracuse University

The product of a comprehensive national survey of TA-training programs and practices.

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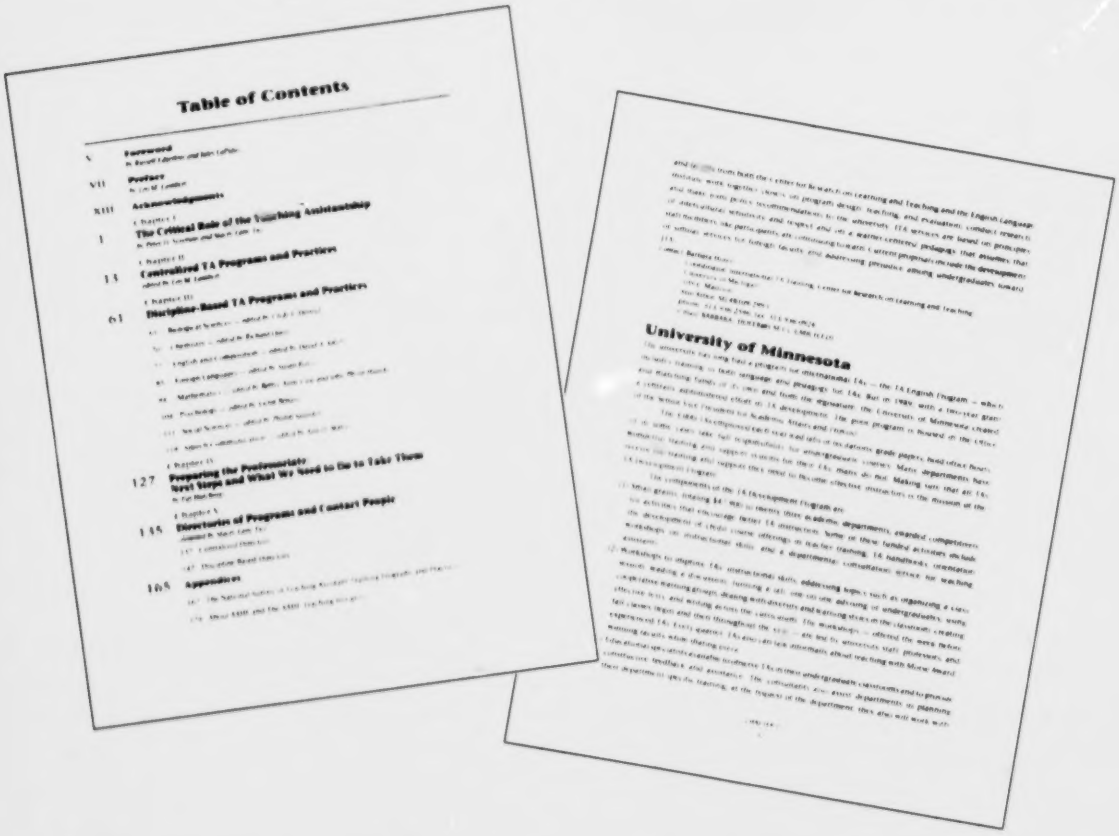
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Graduate students can sense in about five seconds if a department's commitment to quality teaching is real or not.

ing about the level of attention to teaching among faculty more generally?

LAMBERT: That's right. Graduate students can sense in about five seconds if a department's commitment to quality teaching is real or not. If the departmental culture does not recognize or value teaching, graduate students pick up the message very quickly. So that's why I continue to emphasize that what happens in the academic discipline, in that specific culture, is so very important to the ongoing preparation of graduate students for teaching.

GETTING STARTED

HUTCHINGS: That seems right, but maybe a little daunting, too, Leo.

LAMBERT: Yes, it is. And I'd stand by the idea that what's really at issue is not just TA-training strategies or orientation programs, but a fundamental reconsideration of graduate education and academic values. But, I'd also add that you have to get started somewhere — and not necessarily by trying to change everything overnight, because that won't likely happen. You just have to jump in at some point and get started with improvements that make sense and might lead to bigger things.

To that point, let me offer an anecdote. . . . Yesterday my staff and I held a planning meeting; we spent about four hours laying out what this summer's fifteen-day TA-orientation program was going to look like. We got done in about four hours what used to take us weeks to accomplish. Afterwards, I was reflecting to myself, perhaps subconsciously preparing for our conversation, Pat, that this would be a frightening prospect for somebody who was just beginning a TA program — to think about the level of detail and organization required to pull off an all-university program involving more than sixty academic departments. But it's where Syracuse happened to begin its TA-development effort; other universities have begun with other efforts and other projects.

But you build on those. You start and you build. You develop a nucleus of support on campus with the faculty, and then move forward.

Very few, if any, universities have the resources or the kind of campus culture that will allow you to institute grand changes overnight. We all know that's not how change happens. So it's as simple as getting a committed group of faculty and graduate students together and getting started.

In fact, Pat, that makes me think of something I'd like to say, on a more personal note: that this is just a really, really fun business to be involved with, and very gratifying. Over the past several years, I have developed tremendous respect for a lot of quality teaching being done by teaching assistants, teaching that, I think, is underappreciated and undercelebrated. And I also have great respect for the faculty who have been working with TAs a long time. TA training has been going on in the disciplines for years and years, and there are a lot of faculty who have been invested in it for a long period who have not been celebrated or recognized for their work. These faculty have been really good colleagues here at Syracuse, and they have been instrumental in our moves forward in this arena.

HUTCHINGS: Let's close with a last comment about your new book. Why now? What need are you meeting with *Preparing Graduate Students To Teach*?

LAMBERT: As a result of AAHE's leadership and that of the Council of Graduate Schools, and the national TA conferences at Ohio State (1986), the University of Washington (1989), and the University of Texas at Austin (1991), we witnessed a burst of activity and interest in TA-development programs. As we learned through the national survey on which our book is based, roughly 60 percent of the centralized programs have begun in just the past four years.

But many questions were going unanswered: How far had we come? Were conditions improved? Are there effective models others might follow? What are the barriers to further progress? So we — Russ Edgerton, Jules LaPidus and Peter Syverson, you, Stacey, and I — decided that this was an excellent time to take stock, and that one of the most important services we could provide to the higher education community was to share some of these creative approaches with our colleagues. That's what we hope we've done.

HUTCHINGS: Leo, I'd say you have. Thank you. ■

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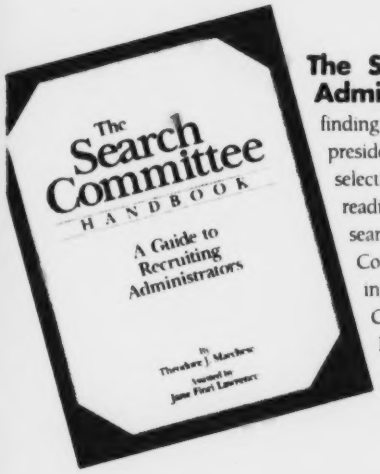

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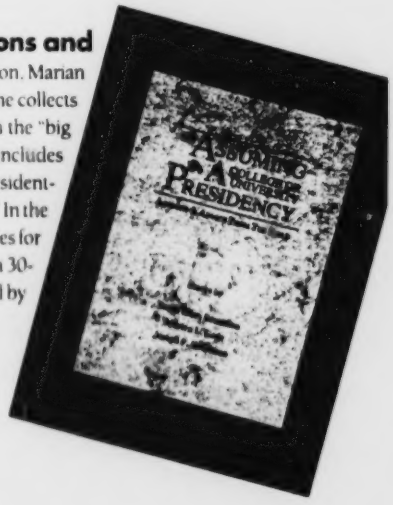

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Around AAHE's many programs.

Board of Directors

1993-94 Board Election Slate Set

This spring, all AAHE members will elect by mail ballot three new members of AAHE's Board of Directors — a Vice Chair and two others.

In January, a nominating committee selected the slate of candidates listed below. The committee was chaired by the Board's past chair, **Norman Francis,** president of Xavier University of Louisiana, and included AAHE members **Peter Ewell,** senior associate at the National Center for Higher Education Management Systems (NCHEMS), and **Karen Romer,** associate dean for academic affairs at Brown University. (The November *Bulletin* incorrectly named the chair of that nominating committee.)

AAHE bylaws state that additional candidates may be nominated by petition. Two hundred (200) member signatures are needed to nominate a candidate for the position of Vice Chair; 100 signatures are needed for any other board position. Petitions must be submitted at Conference Headquarters (in the Washington Hilton) before the end of the first full day of the 1993 National Conference (by midnight, March 14, 1993).

This year's slate of candidates for the 1993 AAHE Board of Directors is:

Vice Chair
(Four-year term on the Executive Committee; Chair in 1995-1996)

- **Austin Doherty,** vice president for academic affairs, Alverno College
- **Kay McClenney,** executive director of policy and programs, Education Commission of the States
- **Diana Natalicio,** president, University of Texas at El Paso

Doherty

McClenney

Natalicio

Board Position #2
(Four-year term)

- **Hannah Goldberg,** provost/academic vice president, Wheaton College (MA)
- **Manuel Gomez,** associate vice chancellor of academic affairs, University of California, Irvine
- **Richard Light,** professor of education, John F. Kennedy School of Government, Harvard University

Board Position #3
(Four-year term)

- **Roberta Matthews,** associate dean for academic affairs, LaGuardia Community College
- **Stephen Weiner,** executive director of the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges
- **Victor Wong,** provost and vice chancellor for academic affairs, University of Michigan-Flint

Assessment Forum/CQI

1993 Conference "Double Feature" Teams Assessment With CQI

This June, AAHE's long-running and influential Assessment Conference takes an important step forward by incorporating into its program a full, conference-sized treatment of Continuous Quality Improvement (CQI). This "double feature" convening represents an excellent, cost-effective way to learn in depth about two of the academy's hottest topics, assessment and CQI.

The new event, scheduled for *June 9-12, 1993,* at the Palmer House, in Chicago, has at its core what will be the Eighth AAHE Conference on Assessment in Higher Education. That conference has been attracting 1,200-1,400 participants annually, many of them faculty members in campus teams; over the years, it has been a prime vehicle for introducing newcomers to assessment, for debates about issues of practice, and for the reporting out of new developments.

At last June's Assessment Conference, in Miami Beach, the hot "new development" was "TQM on the academic side," which notably includes assessment. Many speakers pointed to parallel assumptions behind the two movements and urged assessors to embrace as their goal "continuous quality improvement in undergraduate education" — a good statement of what the forthcoming conference will be about.

The June event will include a full array of sessions on assessment and on CQI, and also on their interconnections, for a single registration fee. The conference is directed by Karl Schilling, director of the AAHE Assessment Forum. Sessions on CQI will be developed by Monica Manning, codirector, with AAHE Vice Pres-

ident Ted Marchese, of AAHE's new Academic Quality Consortium. (For more on the Consortium, see the November 1992 issue of the *Bulletin*.)

To propose a session or to receive a conference preview, contact the AAHE Assessment Forum at 202/293-6440, fax 202/293-0073, at AAHE.

Assessment and Liberal Education

A new paper written by **Minda Rae Amiran,** professor of English, SUNY College at Fredonia, addresses the issue of assessment in liberal education and is available without charge from AAHE, thanks to support from the Exxon Education Foundation. The paper grew out of Amiran's observation of sessions on liberal education at the 1992 Assessment Conference, in Miami Beach, and incorporates her own experiences with assessment. For a copy of the paper, contact Elizabeth Brooks, Project Assistant, AAHE Assessment Forum, at AAHE.

Principles of Good Practice

A reminder: The *Principles of Good Practice for Assessing Student Learning* insert that appeared in the December 1992 *AAHE Bulletin* is still available in packets of twenty-five — *free while supplies last* — by writing or faxing c/o "Assessment Principles," at AAHE.

Teaching Initiative

Cases Conference

The AAHE Teaching Initiative, in cooperation with the Pace University Center for Case Studies in Education, will host a conference this summer or in early fall on how to use cases about teaching and learning to prompt more reflective faculty practice. The aim of the conference will be to give participants actual practice in setting up and leading case discussion.

If you or a colleague would be interested in attending such an event, please contact Erin Anderson, Project Assistant, or Pat Hutchings, Director, AAHE Teaching Initiative, at AAHE. You will be apprised as plans unfold.

School/College Collaboration

A New Staff Member

AAHE welcomes **Paul F. Ruiz,** the Association's newest staff member, who has joined AAHE's school/college collaboration program. A native of San Antonio, Texas, Ruiz comes to AAHE from the Hispanic Association of Colleges and Universities (HACU), where he served as director of the Hispanic Student Success Program (HSSP). The HSSP is a comprehensive dropout-prevention and college-preparation program serving six predominantly Hispanic San Antonio school districts. The goals of the HSSP — increased rates of high school graduation, college admission, and college matriculation — closely mirror AAHE's collaboration goals.

Ruiz

Advisory Board Meeting

AAHE's school/college program convened a meeting of its newly constituted advisory board January 15-16, 1993, at Syracuse University's Lubin House, in New York City. AAHE's national office was represented by Vice President Lou Albert and program staffers Kati Haycock, Nevin Brown, Paul Ruiz, and Carol Stoel, who joined a panel of fifteen national collaboration leaders, including AAHE Board members **Laura Rendon** and **Tessa Tagle.**

The panel offered feedback on AAHE's school/college agendas for the future, including those for professional development and publications, and it suggested several new initiatives to pursue. These recommendations will be reflected in the program for AAHE's 1993 National Conference on School/College Collaboration, scheduled for *December 4-8, 1993,* in Pittsburgh.

AAHE in Action

Early Registration Deadline. 1993 National Conference. Registration increases $20. Refer to conference preview or preliminary program (January *Bulletin*) for registration form and details. *February 19, 1993.*

Registration Refund Deadline. 1993 National Conference. Requests must be in writing and postmarked by the deadline. Refer to conference preview or preliminary program (January *Bulletin*) for details. *February 19, 1993.*

Discount Hotel Rate Deadline. 1993 National Conference. Refer to conference preview or preliminary program (January *Bulletin*) for details. *February 21, 1993.*

1993 National Conference. Washington, DC. *March 14-17, 1993.*

1993 Assessment/CQI Conference. Chicago, IL. *June 9-12, 1993.*

1993 School/College Conference. Pittsburgh, PA. *December 4-8, 1993.*

Member News

New Books of Note

Publications authored by three AAHE members are hot off the press:

- **Johnnetta Cole,** president of Spelman College and the keynoter at AAHE's 1991 National Conference ("Difficult Dialogues"), has just published *Conversations: Straight Talk With America's Sister President,* available from Doubleday.
- **K. Patricia Cross** and **Thomas Angelo** have released a second edition of their classic *Classroom Assessment Techniques: A Handbook for College Teachers,* available from Jossey-Bass. (Classroom Research, of which Classroom Assessment is one approach, will be celebrated in an AAHE Readers' Theater, "Conversations With Adepts, Novices, and Skeptics," at the 1993 National Conference on Sunday evening, March 14.)

Correction

In the November 1992 edition of the "AAHE Publications List," enclosed in the November issue of the *Bulletin,* the toll-free phone number for ordering conference audiocassettes from the Mobiltape Company is incorrect. The correct number is 800/369-5718.

Bulletin Board

by Ted Marchese

Dowdall

Terrell

Stoel

Welcome back, happy new year. . . . Do send items, here we go with news of AAHE members (names in **bold**) doing interesting things.

PEOPLE: It was good to see many long-time members tapped for important presidencies this winter, among them **Kathryn Mohrman** by Colorado College, **Jean Dowdall** by Simmons, **Claire Van Ummersen** by Cleveland State, **Charles Hathaway** by Arkansas (Little Rock), Illinois' **Robert Berdahl** by UT-Austin, **Ken Mortimer** by Hawaii, and **Chuck Ruch** by Idaho State. . . . These are the kind of people **Judith Block McLaughlin** recruits for her Seminar for New Presidents, at Harvard this July 23-28 (call 617/495-2655). . . . Meanwhile, high regards to two sitting presidents for exemplary public service: to USC's **Steve Sample** for his leadership of Rebuild L.A., and to Indiana's **Tom Ehrlich** for heading the Commission on National and Community Service. . . . Elsewhere, **David Ellis** moves from the Lafayette presidency to head the Boston Science Museum, while **Janet Greenwood,** two presidencies behind her, joins Heidrick & Struggles as a search consultant. . . . **Charles Neff** of AGB's Presidential Search and Consultation Service tells me that all those stories about "high presidential turnover" aren't borne out by the facts, which are that turnover has averaged a steady 13-14% over the years, and actually *declined* in the last reported year . . . presidential resignations seem to be running lower than usual this year, too.

THEY'RE FREE: That wonderful science literacy project at AAAS (led by **Jim Rutherford**) has an interim report out, Project 2061's *Work in Progress*, yours by calling 202/326-6666. . . . The U.S. Department of Energy offers a new *Guidebook to Excellence*, a directory of federal facilities and other resources for science and math improvement, for callers to 615/576-8401, while supplies last. . . . For students of TQM, get a copy of the 1993 Award Criteria for the Malcolm Baldrige National Quality Award by calling 301/975-2036. . . . NEH, NSF, and FIPSE are jointly sponsoring a grants competition for projects promoting integration of the sciences, social sciences, and humanities, with a March 15 application deadline; guidelines from 202/606-8380.

MORE PEOPLE: Best wishes to Eastern Michigan's **Hector Garza,** new head of ACE's office of minority concerns; Hector helped found AAHE's Hispanic Caucus ten years ago . . . to Pitt's **Rudy Weingartner,** winner of AAC's 1993 Frederic W. Ness Book Award for his *Undergraduate Education: Goals and Means* . . . to **Shirley Showalter,** of Goshen College and the AAHE Board, selected as a senior fellow by the Lilly Fellows Program in Humanities and the Arts . . . to **Mel Terrell,** of Northeastern Illinois and AAHE's Black Caucus, editor of *Diversity, Disunity, and Campus Community* (NASPA) . . . and to my staff colleague **Carol Stoel,** whose expertise and civic mindedness led her to service on Clinton's postsecondary transition team, and now to helping urban-campus groups participate in a Mother's Day march sponsored by Citizens Against Guns (reach Carol here, at 202/293-6440).

LAST NOTES: As I write, we're packing for AAHE's Faculty Roles and Rewards Conference, in San Antonio, completely sold out by mid-January (550 attendees), but more importantly a terrific assemblage of people and ideas put together by interim director **Jon Wergin** and the volunteered efforts of many AAHE members . . . we're looking forward to the early-February arrival of **Clara Lovett** as director of that FIPSE-supported project. . . . When we offered members free packets of those "Principles of Good Practice for Assessing Student Learning," we didn't expect such a flood of calls and faxes . . . 10,000 copies went out the door by mid-January, prompting a new printing . . . thanks again to **Edward Ahnert,** head of the Exxon Education Foundation, for support that made this offer possible. . . . AAHE willingly complied with a demand from *The Chronicle* for the top five salaries here, but there were grumbles aplenty among the Washington associations about that demand and the paper's intent to publish the info soon . . . hope it doesn't forget to print its own top salaries. . . . Good news at deadline: a three-year, $350,000 grant in support of our Academic Quality Consortium. . . . See you next month! ■

ANNOUNCING

Register Today!

1993 National Conference on Higher Education
"Reinventing Community"

March 14-17, 1993 ■ Washington, D.C.

AAHE's annual National Conference on Higher Education draws some 1,800 faculty, administrators, and others who share a commitment to improving the quality of higher education. Through plenary and concurrent sessions, workshops, meetings, and social occasions, these participants gain new insights on the "big picture," as well as acquire the practical tools needed to increase their own effectiveness and their institution's.

The theme of this year's conference, "**Reinventing Community: Sustaining Improvement During Hard Times**," is a timely one. The belief is growing that now is a time for genuine social invention in higher education. A spirit of creativity, empowerment, and community is growing on campuses, leading to improvement efforts in individual courses, in departments and other administrative units, on campuses as a whole, and in the relationships between campuses and their surrounding communities.

The theme of community building and improvement runs throughout the conference, beginning with the Keynote Address by author and lecturer **Parker Palmer.** AAHE also has extended an invitation to President **Bill Clinton,** whose notion of a new social covenant is clearly dependent on the rebuilding of community.

The conference's more than **200 sessions** will be clustered along seven theme-related tracks:

- Higher Education and Society: Rewriting the Contract
- Campuses and Their Communities
- Community as Pedagogy
- New Technologies, New Forms of Community
- Redefining Faculty Responsibilities
- Conceptions of Community: Cultures of Coherence
- Leadership and Community Building.

Registration materials were mailed to all AAHE members in early December, and the January *AAHE Bulletin* included a registration form, along with a listing of the preliminary program. Register by *February 19* and save $20 on your conference registration fee.

Register today! Be part of this important meeting of the higher education community. ■

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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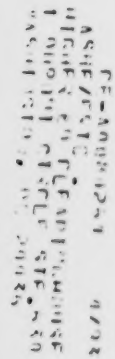

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MARCH/1993

BULLETIN

AAHE

FACULTY WORK AND THE COSTS/QUALITY/ACCESS COLLISION

WHY WE CARE ABOUT CHAPTER 1

GREAT EXPECTATIONS!

AAHENEWS

BULLETIN BOARD
by Ted Marchese

NEW BOOKS ON CASES & PORTFOLIOS

In this issue:

Jim Mingle's observations are always of interest to me; from his Denver office, Jim directs the State Higher Education Executive Officers association, a spot that puts him at a nexus of fifty state conversations between campuses, state boards, legislatures, and governors. Mingle has a fine ear for new drifts in those conversations, and for next developments in public policy toward higher education, which I think you'll notice in the lead piece by him in this issue.

Jim's framework for analysis in the article — about a pending costs/quality/access "collision" — amounts to a brief for restructuring higher institutions. Indeed, his is the fourth or fifth paper I've read since January making essentially the same argument, that "business as usual" won't do, only a larger pattern of more fundamental organizational change will allow fulfillment of public expectations and our own best ambitions. Each of the papers, I also note, winds up with quite a different prescription for what "restructuring" might mean.

America has seen major restructuring movements in several sectors already — first in industry, then in government and health care, more lately in school reform. Indeed, there now exists a consensus of sorts about what a restructured school would look like (shrunken central bureaucracies and rulebooks, site-based management, high expectations and standards, empowered teachers with autonomy as to method but accountability for results); there is no parallel sense at our level of what a restructured college or university might look like . . . yet. We're just at the apparent start of that conversation.

Thinking back over the past thirty years, a small number of issues have at various times dominated the agenda — governance, access, adult learners, undergraduate reform, multiculturalism. I have a sense that the high-profile issues of the 1990s may be organizational. It also may be that new progress on issues we value most — improving access, teaching, and student attainment, for example — hinges on the reformation of collegiate structures of long standing.

—TM

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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FACULTY WORK AND THE COSTS/QUALITY/ACCESS COLLISION

by James R. Mingle

In a recent speech, Anne Pratt, of the Virginia State Council of Higher Education staff, concluded that higher education is "on a collision course with demography." By this, she meant that more and different kinds of people are seeking higher education and, presumably, like a ship headed for the rocks, we will founder unless we alter our current course. I suggest, to continue Pratt's metaphor, that the crew and officers of the ship, having been put on reduced rations by the holding company, aren't all that excited about taking on new passengers, especially those who can't afford full fare. And that the ship, though well designed for first class, needs refitting to make room for those new arrivals.

That collision course involves three vectors — costs, quality, and access. By *costs*, I refer to the underlying production function of colleges and universities, which is both labor and capital intensive. By *quality*, I refer to a standard built around the premise that the more we spend, the better we are. (There are alternate definitions of quality, such as value-added, or "meeting or exceeding the requirements of customers," but in higher education they are clearly secondary.) By *access*, I refer to the goal of meeting the demands of the marketplace, namely, fulfilling the desire of the American people for a higher education experience.

So what is the dilemma? Simply this: Given higher education's definition of quality, it cannot improve without raising unit costs. If it raises costs, it will most likely not meet demand. And demand is up across the country . . . because of the competitiveness and flux of the job market . . . because women have entered the job force and want to upgrade their skills . . . because minorities and the new immigrants believe fiercely in the American dream and want a higher education for themselves and their children . . . and demand will keep going up because the school reform movement keeps hammering a message of raised expectations, higher standards, and a college track for all.

In short, we've come to define access as a universal concept. Participation in some form of postsecondary education has become an expectation for all of our citizens throughout their adult life.

James R. Mingle is the executive director of State Higher Education Executive Officers (SHEEO), 707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427.

Making Tough Choices

To avoid a collision, then, one or more of those factors — costs, quality, access — will have to be redefined or be significantly altered in the decades ahead. One possible scenario is that higher education will retain its cost structure or its definition of quality and, therefore, will have to cut back on access. Another is that higher education will do its best to accommodate the enrollment demand (access) without changing the production function (costs) and, in the process, quality will diminish. But a third possibility exists: that higher education will *redesign* the ship — cut its costs, change the reigning definition of quality, change its programs, and meet the needs of its customers.

My aim is not to argue that quality is unrelated to costs, but to argue that we face the tough choice of either altering our delivery system and improving its effectiveness, or dramatically reversing our thirty-year commitment to expanded access.

Here is what higher education boards in some states face:

California. One hears that California is an economic, demographic, and social bellwether for the nation. If so, consider its situation: continuing state budget problems, dramatic increases in tuition, and enrollment-demand projections for the decade ahead in the range of 700,000 new students, from a wide variety of minority and ethnic groups. What was this year's response from the California State University System? To cut enrollment by 20,000 students and hold off the faculty union's demand for a reduction

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in standard workload from twelve to nine hours.

Arizona. Also faced with increasing demand for higher education, especially from minorities, the Arizona Board of Regents is planning for expansion of the system. If the Regents choose to expand following the research university model (the preference of faculty), the annual personnel costs could be $30 million higher than with other models. Meanwhile, appropriations rose by 1 percent each of the last two years — healthy increases by today's standards (half the states actually declined in appropriations).

Utah and Minnesota. In both of these states, demand for higher education continues unabated. Each is considering the conversion of its two-year campuses to four-year baccalaureate programs. This is not a new phenomenon, but what is new is that the institutions are being asked to develop dramatically different academic plans. In the case of Minnesota, the institution will be using only the new revenue generated from tuition.

My short answer to these situations is that we cannot get from here to there with traditional assumptions about administrative costs, academic support structures, delivery systems, and faculty workload.

Rethinking Faculty Work

What does all this have to do with faculty and faculty work? Everything, of course. Faculty salaries constitute the single largest expenditure in state higher education budgets; for a state as a whole, they probably are the single largest state expenditure outside of school teacher salaries. Many more costs are going up in higher education, as well, including administration and student support, library, and computing services; other costs, such as maintenance, equipment, and capital construction, would go up if we had the ability to pay for them. To the budget-cutters, though, the costs of faculty stand out as a target of opportunity.

Not surprisingly, this sense generates demands from legislators, and increasingly from journalists, for answers to questions about how hard faculty work and what they do with their time, especially how much of it is spent in the classroom. In a recent survey of the states and large multicampus systems, we at SHEEO found an increasing number of legislatively prompted studies of faculty workload being undertaken.

For those close to higher education, such questions sound threatening, naive, and occasionally anti-intellectual. Sometimes they are, but I suggest that institutions and state higher education boards better be prepared to answer the questions directly and honestly. (Journalists who don't get answers are undertaking their own "studies" of faculty workload.) Public higher education also is getting a more aggressive consumer who cares little about the total costs, just his or her share. The question goes like this: "Now tell me again, why is my tuition going up and my ability to get the classes I need for graduation going down?"

At SHEEO, we undertook our own efforts to answer these questions about faculty workload. What did we find?

First, we found that faculty are reporting working longer hours than they ever have, with a national average of about 54 hours per week (see Table 1). Such studies, whether at the national or state level, are remarkably consistent. They also show increases over the past four decades in hours worked, due, I believe, to the professoriate being more qualified, more professional, more committed to a diverse set of activities, and more competitive than it has ever been. Even if you discount the figures for a broader definition of "work" than other professions might apply (e.g., counting work at home), they represent a very substantial time commitment, one that is not likely to grow much, even with public pressure.

More important to the public, however, may be the question of how this time is spent. More specifically, how much time is spent in the classroom, preparing for class, and working with students? Generally, studies in four-

Table 1. Faculty workload (self-reported studies).

Institutional type	Total hours, all activities	Hours per week in classroom
Research	57	6.4
Doctoral	54	8.5
Comprehensive	52	10.6
Liberal arts	52	10.6
All two-year	47	15.2
All four-year	54	8.5
All	53	9.8

Source: National Survey of Postsecondary Faculty, 1988

Table 2. Estimated median teaching load (undergraduate hours) per week for full-time faculty.*

	National surveys		
Institutional type	1975	1984	1989
Research	3.4-3.8	3.4-3.6	2.6-3.8
Doctorate-granting	5.6-6.0	5.5-5.7	4.6-6.4
Comprehensive	9.6-9.8	9.2-9.3	8.4-8.8
Liberal arts	9.7-9.9	9.5-9.6	9.2-9.6
Two-year	13.8-13.9	14.2-14.3	13.7-14.6
All	8.9-9.3	7.7-9.0	8.4-9.2

* Ranges are used because anomalies in the data prevent the calculation of precise figures.

Source: Data supplied by the Carnegie Foundation for the Advancement of Teaching.

year institutions have found that faculty members spend about half of their time in class, preparing for class, or advising students. The remainder is spent in administrative activities, in research, and, for about a third of the faculty, in consulting (see, for example, the 1988 National Survey of Postsecondary Faculty, conducted by the National Center for Education Statistics).

As for the question of teaching load, which is probably the most often asked question, some national data are available. Table 1 also shows a substantial range in the average number of hours per week spent in classroom teaching, ranging from a low of 6.4 hours, in research universities, to a high of 15.2 hours, in community colleges.

Have these teaching loads changed significantly over time? That is more difficult to answer. Reports from the 1920s and 1930s noted teaching loads in universities that were as high as 13 and 14 hours, but this was prior to the massive expansion of research activity that followed World War II. In a 1960 study sponsored by the American Council on Education, faculty in a group of ten research universities reported teaching loads of 7.6 hours, about an hour a week higher than in the 1988 survey shown in Table 1.

Although no national comparative data of total teaching load exists, three separate national studies done in 1975, 1984, and 1989 suggest that teaching loads were quite stable over that fifteen-year period (see Table 2). Teaching loads might have increased in response to financial cutbacks since those data were collected, although there are indications that adjusting teaching load is one of the last responses institutions make to financial stress.

Another question that is often asked is how much time do *senior* faculty spend with undergraduates, especially with freshmen and sophomores? In national surveys, this is a question usually asked of faculty in research and doctorate-granting institutions, and the answer is, not a great deal. As shown in Table 2, full-time faculty in research universities average about three hours per week with undergraduates; faculty in doctorate-granting institutions, about five hours a week.

My aim is not to argue that quality is unrelated to costs, but to argue that we face the tough choice of either altering our delivery system and improving its effectiveness, or dramatically reversing our thirty-year commitment to expanded access.

In our investigation of this issue, SHEEO also explored the question of the changing attitudes of faculty toward teaching and research. National surveys of faculty provide clear evidence of what we have heard anecdotally: that a shift of emphasis from teaching to research has indeed occurred over the past two decades. On four Carnegie surveys over the past twenty years, respondents were asked: "Do your interests lie primarily in teaching or in research?" The shift away from teaching and toward research has been most dramatic in research and doctorate-granting institutions, but the shift is apparent to some degree in all types of institutions.

Questions about the difficulty of obtaining tenure without publications show similar shifts, i.e., more faculty in all types of four-year institutions now agree that it is difficult to gain tenure without a publications record. This shift, I believe, is the result of the substantial growth in available research dollars and the increasing competitiveness for tenure. Faculty also report in both national and state surveys that if they were to change jobs, they would like to do more research and less teaching.

Despite the growing press and inclination to do research, the majority of the American professoriate, except in research institutions, believe that teaching effectiveness should be the primary criterion for achieving tenure. This sounds like a mixed message, but it probably reflects the reality of the marketplace. Teaching credentials aren't very portable, while research credentials can carry one from institution to institution. The majority of faculty are playing the game, but there is evidence they don't find it appropriate to their evaluation and their jobs. This suggests that with the right incentives, they will respond.

Debating the Alternatives

To stimulate discussion, I would like to suggest several alternatives for the management of faculty resources over the next decade. Some alternatives represent minor changes; others are more radical. Some might apply to one type of institution and not to others. Some hold the prospect of creating real change; others are likely to be cosmetic and even unproductive.

Legislative or board actions to establish specific mandates for faculty teaching loads. These are very appealing, at least to legislators, primarily because they are an easy, quick fix, which is probably why they won't work. Such mandates are ignored and circumvented because all the incentives push faculty the other way. Probably the biggest negative impact of legislatively mandated, or union-negotiated, workloads is that they undermine the academic management responsibilities of departments and colleges.

Connecting tenure and promotion criteria to institutional mission. One of the biggest changes we see at the state and system levels is a move beyond procedural guidelines for tenure and toward substantive criteria. Thus, we see moves to make tenure criteria match the institutional mission, or to include in them explicit measures of teaching effectiveness. I find this alternative an improvement but, again, of only limited value.

State and campus funding mechanisms that explicitly recognize research and teaching. A number of states have adopted various competitive-grant programs and line-item appropriations targeted at both teaching and research. We might see more of this as states become more concerned about the implicit funding they provide for research through formula guidelines. We may also see base budgeting changes that will make a state's research support explicit and distributed as current federal research support is — that is, on a competitive basis. The goal will be to target state dollars at the most productive researchers, then reallocate dollars to support the most effective teachers. We may find institutions "outfitting" good teachers with labs, assistants, and technology in the same way they have provided for their research superstars.

The development of differential faculty tracks. This is a natural outgrowth of the work of Ernest Boyer, who has written persuasively on the need for a broader definition of scholarship to include four distinctive types of scholarly activities: discovery, integration, application, and teaching. Differential tracking suggests that even within the same department — say, a department of economics at a research university — different expectations would be negotiated at different times for different faculty, who would then deploy into teaching, research, and service tracks as appropriate and needed. Opponents of tracking believe it will create a permanent and inferior teaching track. (Higher education, of course, already has a tracking system, in the form of a largely unrecognized, untrained, and poorly rewarded teaching cadre of TAs, adjuncts, and full-time remedial/developmental faculty.)

Professional development for teachers. Heightened expectations for teaching (and learning) suggest that we may no longer be able to get by without an explicit education in pedagogy for college faculty (or, at the very least, training for TAs). School teachers are criticized for being long on pedagogy and short on content. For higher education faculty, the opposite may be true: They are long on content but know too little about how students learn.

We cannot get from here to there with traditional assumptions about administrative costs, academic support structures, delivery systems, and faculty workload.

Curriculum reform. Significantly improving faculty productivity is likely to require substantial changes in curriculum. In a recent *Chronicle* article, a university dean suggested that as much as one third of the curriculum could be pared. Dennis Jones, at NCHEMS, suggests that one source of low faculty productivity is the general-education curriculum. Demand for a wide variety of freshman and sophomore service courses becomes the justification for a major in each of those fields. Yet, fewer and fewer students are majoring in the arts and sciences. The result can be a proliferation of extremely small upper-division classes.

An alternative would be for institutions to focus their general-education curriculum on fewer courses and limit their majors in the arts and sciences. This may be especially appropriate in institutions where most students seek majors in professional fields and where graduate offerings are limited. In the process of this curriculum reform, you are likely to encourage faculty to sit down with one another and reach consensus over essentials — what experiences and knowledge and skills students need to succeed.

Use of technology. The answer to improving faculty productivity (and its corollary, "student productivity") may not be to have faculty teach more, but for them to teach less. Technology, especially interactive computing, new "groupware," and much expanded computer networks, has the potential of transforming the role of faculty from "sage on a stage" to coach, facilitator, and data access broker. New instructional delivery systems that are national and international in scope also provide an institution the potential of buying the services of the best faculty, no matter how lowly its status or remote its location. Even a simple change from faculty-delivered lectures to the use of videotapes combined with a class tutor, who can stop the tape and respond to questions or call the lecturer, would likely improve quality and lower costs.

"Anytime, anyplace" education also suggests dramatic changes in our concept of a college campus, which in turn will change our capital investment strategies. The locus of learning in the future may be in the dormitory or the off-campus apartment or the workplace, not in the classroom.

All of these changes are likely to be as threatening to faculty as the current North American Free Trade Agreement is to some industries and workers. If we are to avoid "protectionist" behavior, we will have to think creatively about incentives for developing and using these new technologies.

New faculty pay and incentive systems. This leads me to suggest consideration of whole new systems of pay and incentives, linked to decentralized budgeting strategies within colleges and departments. Let me offer a few examples: Richard Heydinger, at the University of Minnesota, has called for pay and promotion policies that link faculty work directly to institutional goals rather than to external, discipline-based incentives. What if, for example, we had compensation systems that were base-plus-incentives? We could price our courses according to our institutional priorities, allow qual-

(continued on page 13)

WHY WE CARE ABOUT CHAPTER 1

One fifth of the U.S. Department of Education's total budget currently goes to the Chapter 1 program targeting poor and minority school children. AAHE is now housing an independent commission that wants the program overhauled. Here's why.

by Kati Haycock

Chapter 1 of the Elementary and Secondary Education Act of 1965 (ESEA) is the largest federal elementary and secondary education program and a key component of the federal effort to improve life chances for poor and minority children. The $6.1 billion dollars currently allocated for the program are distributed to districts and schools to provide extra services for "educationally disadvantaged" youngsters.

Late last summer, the Steering Committee for a two-year-old independent commission working to overhaul Chapter 1 asked AAHE to serve as a home for the second phase of its work, which includes widespread dissemination of the Commission's recommendations, regional hearings, and Washington briefings. AAHE agreed, for several reasons:

- First, by providing support for the Commission, AAHE sends a powerful signal that higher education does care about K-12 and is willing to get actively involved.
- Second, adoption of the Commission's recommendations for Chapter 1 by Congress when it reauthorizes the ESEA this year should result in more attention to higher-order learning — and more poor and minority students prepared for college.
- Third, adoption of the Commission's recommendations will free up as much as $2 billion each year for professional-development and school-improvement services, thereby providing much-needed support for strategic initiatives — many of them based within higher education — to deepen teacher and administrator knowledge and skills.

The Commission on Chapter 1 released its report, "Making Schools Work for Children in Poverty," on December 10, 1992. Since that time, the Commission's twenty-eight members — who include educators, researchers, business leaders, and child advocates — have begun to share their ideas with individuals and groups all over the country. Among the commissioners based in institutions of higher education are Philip Daro, of the University of California System; Henry Levin, of Stanford University; George Madaus, of Boston College; Joe Nathan, of the University of Minnesota; Susana Navarro, of the University of Texas at El Paso; Robert Slavin, of Johns Hopkins University; and Marshall Smith, also of Stanford.

Briefly, the Commission found that the current design of Chapter 1 contradicts a growing body of research and experience that suggests it is impossible to bring massive numbers of disadvantaged students to high levels of achievement when their regular teachers aren't involved and when their schools use ineffective instructional practices and a watered-down curriculum. The Commission, therefore, recommends an overhaul of Chapter 1 that would make it an engine for improving *whole schools* that serve concentrations of poor children.

We believe the Commission's report will be of interest to AAHE members — not only because of the impact of the Chapter 1 program on higher education's future students, but also because of striking parallels to current conversations within higher education about strategies for improving the success of minority and low-income undergraduates. An excerpt from that report appears below. To obtain a copy of the full report, at no cost while supplies last, contact the "Commission on Chapter 1," c/o AAHE.

If you are interested in following up on these ideas, you can:

- Communicate directly with your congressional representative, as well as with Sen. Ted Kennedy, chairman of the Senate Labor and Human Resources Committee, and Rep. Bill Ford, chairman of the House Committee on Education and Labor. (If you send a letter, we'd appreciate a copy, too.)
- Send your reactions to AAHE, Attn: Kati Haycock.
- Request a copy of the Commission's report and share it with leaders in your local school system.
- Host a community-wide meeting on these ideas. (Contact the Commission, at AAHE, and it will try to provide a commissioner to speak at your meeting.)

—*KH*

Kati Haycock is director of school/college collaboration programs at the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; and a member of the steering committee of the Commission on Chapter 1.

Making Schools Work for Children in Poverty

A New Framework*

In 1983, on the release of *A Nation at Risk*, the chairman of the National Commission on Excellence in Education summarized that commission's central conclusion with these words: "We expected less of our young people, and they gave it to us."

Across America, heads nodded in response. These words had more than a ring of truth for millions of parents, grandparents, and other observers of contemporary education, who had watched — and worried — while a generation of young people seemed to progress through school literally without intellectual challenge.

Left unspoken at that time, however, was an even more painful truth: that the *low* expectations in our suburban schools are *high* in comparison to expectations in urban schools and rural schools with concentrations of children in poverty. And that this absence of challenge, of rigor, is dulling the minds and dashing the hopes of millions of America's children. Our low expectations are consigning them to lives without the knowledge and skills they need to exist anywhere but on the margins of our society, and consigning the rest of us to forever bear the burden of their support.

That minority and low-income children often perform poorly on tests is well known. But the fact that they do so because we systematically — and willfully — expect less from them is not. Most Americans assume that the low achievement of poor and minority children is bound up in the children themselves or their families: "The children don't try." "They have no place to study." "Their parents don't care." "Their culture does not value education." These and other excuses are regularly offered up to explain the achievement gap that separates poor and minority students from other young Americans.

But these are red herrings. The fact is that we know how to educate poor and minority children of all kinds — racial, ethnic, and language minorities — to high levels. Some teachers and some entire schools do it every day, year in and year out, with outstanding results. But the nation as a whole has not yet acted on that knowledge, even though we need each and every one of our young people to master high-level knowledge and skills.

Instead, to those who need the best our education system has to offer, we give the least. The least well trained teachers. The lowest-level curriculum. The oldest books. The least instructional time. Our lowest expectations. Less, indeed, of everything that we believe makes a difference.

Of course, these children perform less well on standardized tests; the whole system conspires to teach them less. But when the results come in, we are only too happy to excuse ourselves and turn around to blame the children or their parents.

The Role of Chapter 1

Against this backdrop of patently unequal opportunity to learn, the federal Chapter 1 program has sought to shore up the achievement of those at the bottom. Enacted in 1965, Chapter 1 was part of a powerful demand that American society live up to its ideals by extending equal opportunity to all. Since then, Chapter 1 has distributed more than $70 billion to schools with concentrations of poor children to pay for extra help for students who need it. It touches one of every nine children; it influences what happens in more than one half of the schools in the country.

Primarily through Chapter 1 and related efforts, poor and minority children have gained considerable ground during the past twenty-five years. In the 1960s, such children dropped out of school at alarming rates; most didn't master even very basic skills. Today, virtually all poor and minority children master rudimentary skills, and graduation rates have increased dramatically for all but Latino students. In fact, in just fifteen years, the achievement gap separating poor and minority children from other young Americans declined by nearly half, although there are ominous signs that these trends are now reversing.

But while thousands of dedicated Chapter 1 professionals and paraprofessionals were providing extra services to students who needed help mastering the basics, the rules of the game changed. Basic skills no longer count for as much as they once did. To find a secure place in the increasingly competitive and technological international economy, young people must be able to think, to analyze, and to communicate complex ideas.

Yet these needs were at odds with the original approach of Chapter 1, which was "catch-up." Most Chapter 1 employees — indeed, most educators — believed that the "basics" had to be learned prior

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* Reprinted from "Making Schools Work for Children in Poverty: A New Framework Prepared by the Commission on Chapter 1." Summary Report. Washington, DC.

to the "big ideas" and concepts, even though research findings clearly say such learning should be simultaneous. So, largely through pull-out programs of twenty-five to thirty minutes per day, children in Chapter 1 learn and relearn discrete low-level skills. They rarely know what it is like to attempt interesting content or to use knowledge creatively. Rather than experiencing the joy of wrestling with ideas, these children are more likely to spend their time circling *m*'s and *p*'s on dittos.

Acutely aware of the need for change, Congress tried in 1988 to shift Chapter 1 to higher ground. When federal lawmakers reauthorized the law that year (as they have done every five years), they sought to focus instruction on high-level as well as basic skills, to connect Chapter 1 to the regular program, and to make schools accountable for progress.

Enough time has now passed to evaluate the effects of these changes. Sadly, they were nowhere near enough. The Chapter 1 program needed an overhaul from top to bottom; what it got was a mere tuneup.

Moving Forward

In 1993, reauthorization must go further. Chapter 1 must change fundamentally this time.

What are its most critical deficiencies?

- A continued focus on remediation that denies the richness of learning to those who need more, not less, of what makes education engaging and exciting.
- So much focus on accounting for dollars that attention is deflected from results.
- Resources spread too thinly to make a difference in the neediest schools.
- Methods for evaluating progress that are antiquated (and downright harmful).
- A perverse incentive structure that discourages schools from working hard to improve student performance.

But the core problem with Chapter 1 is even more basic: Its "add-on" design — wherein eligible students get extra help to succeed in the regular school program — cannot work when the regular school program itself is seriously deficient. Like additions to a house on a crumbling foundation, these extras can never fulfill their purpose. Unless regular teachers and building administrators see as *their* responsibility getting these children to high levels of achievement — and unless they are equipped with the skills to do so — the children will simply never make it. For no matter how wonderful the staff in special programs or how terrific their materials and equipment, they cannot compensate in twenty-five minutes per day for the effects of watered-down instruction the rest of the school day and school year. And watered-down instruction is precisely what most poor children get.

If Chapter 1 is to help children in poverty to attain both basic and high-level knowledge and skills, it must become a vehicle for improving whole schools serving concentrations of poor children. There is ample evidence to show that under optimum teaching and learning conditions — high expectations and skilled instruction — children *will* learn at high levels. The proof is consistent: Those students encouraged to work with challenging content, to solve problems, to seek meaning from what they study, will make far greater academic progress than students limited to basic-skills instruction.

So, rather than simply building good programs, we must build good schools. We know how to teach *all* students successfully; there can be no excuses anymore for continued failure to do so.

A New Framework

Outcomes for poor children won't change if we simply layer these ideas in the form of additional policies and mandates onto a structure that has become obsolete. Consequently, the Commission on Chapter 1 proposes an entirely new framework, fundamentally and profoundly different. This new Framework does not tinker. It rebuilds boldly.

At the core of the new Framework are three unequivocal beliefs: that all children can learn more, that virtually all children can learn at high levels, and that there is a solid foundation of knowledge on which teachers and principals can draw to make this happen in every one of our schools. [The Commission's] message to the teachers, principals, and other adults in schools serving poor children is this:

- *You* hold in your hands the keys to the future for poor and minority children. If you have high expectations for their achievement, establish clear standards for student work, employ instructional practices with demonstrated effectiveness, and enlist parents and others in reducing barriers to learning, your students absolutely will achieve at much higher levels.
- The evidence in support of these beliefs is so convincing that [the Commission has] proposed a new "compact" between the federal government and the schools serving poor children: *You* make the decisions on how to get students to high standards and how to spend your Chapter 1 money; and, rather than second-guessing your decisions, the *government* will invest heavily in assuring that your knowledge and skills are at their peak and that you have adequate resources at your disposal, and then will hold you accountable for results.

The new Chapter 1 must be aimed at producing good schools, not simply good programs. Our goal must be high-quality schools for poor children — no exceptions, no excuses — with skilled teachers and administrators, trained, empowered, and organized to make sound decisions about the curriculum, instruction, and extra help that it will take to enable all students to meet uniformly high standards of performance.

But how does a federal program that has focused on *services* for twenty-seven years begin to transform *whole schools*, especially when program funds amount to only a small fraction of elementary and secondary budgets? The Commission's Framework has an eight-part answer:

- First, each state must set clear, high standards

for what all students should know and be able to do. These must be the same for all students — poor and rich, minority and white, Chapter 1 and non-Chapter 1. Schools are responsible for ensuring that all students are provided with curriculum, teaching practices, and assistance needed to attain these standards.

- Second, in place of the low-level, norm-referenced, fill-in-the-bubble tests currently used to assess progress in Chapter 1, schools should develop ongoing means of evaluating the progress of individual students toward the standards, and states should administer new, richer, performance-based systems that measure school progress in enabling students to reach the state standards.
- Third, instead of useless information on what "percentile" or "stanine" their child is in, parents should get clear information at least annually on the progress of their student toward the standards, on what the school is doing, and how they can help.
- Fourth, we should invest generously — at least 20 percent of our Chapter 1 dollars — in assisting teachers, principals, and other adults in the school with the various tasks involved in transforming their school so that all students reach the standards. This help should include assistance in developing the overall capacity and focus of the school and assistance in reorienting the curriculum and deepening their knowledge of both subject matter and instructional practice. At the national level, we should invest in research, development, and dissemination of effective programs and strategies for schools with high concentrations of poverty.
- Fifth, funding for this program should be concentrated more heavily in schools with concentrations of children in poverty, where the needs are far greater than in low-concentration schools. Also, Chapter 1 should be used as a lever to induce states to deal with the tremendous disparities within their borders in providing educational services. If a level playing field is not provided, the notion that Chapter 1 provides for the "special needs" of disadvantaged youngsters becomes a fiction.
- Sixth, current requirements that force schools to tie expenditures to individual students should be eliminated, along with perverse incentives that withdraw funding when schools make progress. Schools should receive funding based on the number of poor children they enroll and should be free to spend it in whatever ways they believe will best help students meet the standards. Rather than accounting for dollars, schools should be held accountable for results.
- Seventh, schools and districts should help out with family needs as well as those of children by integrating health and social services into the support system for Chapter 1 families.
- Eighth, states must develop and enforce a system of incentives that rewards schools that make progress in increasing the numbers of their students who reach the standards and decreasing the number who do not even reach a low standard — and that assures change in those schools that do not make such progress. Schools in the latter category should receive considerable help. Where that help does not result in progress within a specified period, however, states must allow students to transfer out to a successful school, and act immediately to change the educational environment or remove school officials.

These eight components are designed to work together. To have the desired effect on schools and, more important, on student outcomes, they cannot be decoupled. . . .

Conclusion: The Broader Context for Reform

Over the course of the next eighteen months, we — the President, the Congress, and the American people — will make a decision that will affect the life chances of millions of American children. The decision will focus on what changes to make in the largest federal program of assistance to elementary and secondary education, Chapter 1. Determinations whether to change the program fundamentally, as suggested in this Framework, or to make more modest improvements will be made at a time when there is widespread discontent not simply with schooling for poor children but with the quality of public education generally. This broad concern is fueled by the decline in the economic status of the nation and a widespread belief that the flaws in our education system are making the United States less and less competitive.

Despite the depth of concern, the outcome of the current reform effort is far from certain. In [the Commission's] judgment, one of three things may happen:

- The drive for reform may falter entirely because of an unwillingness on the part of politicians, educators, and citizens to make the structural changes and to provide the resources that are needed to make a real difference in American public education. *If this happens, we will all be losers.*
- The drive for reform, like past drives, may yield dividends only in wealthy school districts around the nation, districts that already have substantial resources and that serve mainly advantaged children. *If that happens, there will be a few winners, but society as a whole and most of its citizens will be losers.*
- The drive for reform may be strong enough to work changes in public schools throughout the nation. The changes may attract the most able and dedicated people to teach in public schools and involve parents and communities in supporting their youth and educating all children. *If that happens, we will all be winners.*

The new Framework, developed by the Commission on Chapter 1 through two years of diligent discussions and negotiations, is offered with the conviction that the third result — nationwide systemic reform of public education that provides new opportunities to children of all races and economic stations — is not only possible but within our reach. ■

A Report From AAHE's First Conference on Faculty Roles and Rewards

GREAT EXPECTATIONS . . . AND A CALL FOR HELP!

by Clara M. Lovett

Since February 2, my first day as an official member of the AAHE team, I have been flooded with inquiries about AAHE's new initiative — the Forum on Faculty Roles and Rewards. Colleagues everywhere want to join the national conversation on this crucial topic and are eager to help shape the Forum's agenda. Grateful for the initiative and for FIPSE's support, they have high expectations. About half of those writers and callers had attended the Forum's first conference, on January 29-31 in San Antonio; others were among the two hundred potential registrants unable to attend because we ran out of space . . . next time, they tell me, they'll register early!

The San Antonio Conference

The atmosphere suggested a revival meeting more than the usual gathering of higher education people. About 550 faculty and administrators came together at the Palacio del Rio to help launch the Forum on Faculty Roles and Rewards, and to address concerns that faculty leaders and academic administrators share. The program organized by interim director Jon Wergin, of Virginia Commonwealth University, was rich, and the arrangements superb. But what really made the conference special was the energy and enthusiasm flowing from the participants, especially the campus teams. Sixty-five teams attended, accounting for more than half of all participants, with a strong showing from Big Ten universities, University of California campuses, and comprehensive universities from forty-two states.

What was it about the event that suggested a revival meeting? Over and over, participants told us that they came because they share with the Forum an awareness that their professional enterprise is in trouble. They don't agree on why it's in trouble, but they honestly are trying to understand and respond to those who criticize higher education's policies and practices. Soul-searching is the bond that joins them, and their belief that their collective enterprise is worthy of redemption. Redemption, most of them believe, requires a powerful drive for change within their institutions and a new social contract with the people they serve; it requires integrity; it requires individual commitment and team effort. In short, it requires a movement that is national in scope, around which people who care about the enterprise can rally. The San Antonio conference proved that higher education's leaders — especially at research and comprehensive universities — need such a movement and want it to succeed. It proved that such a national movement is well under way.

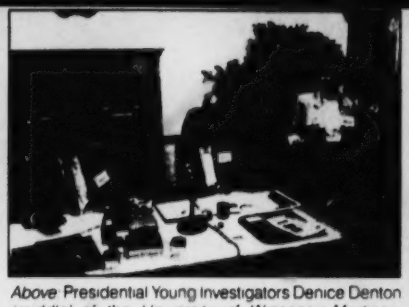
Clara M. Lovett, former provost of George Mason University, is director of the Forum on Faculty Roles and Rewards, at AAHE.

Finding Common Ground

The Forum's first conference generated the intense conversations and bonding that are prerequisites for any successful movement. Every professional conference generates its share of cliches, buzzwords, and canned wisdom, and the San Antonio gathering was no exception. But behind the clumsy language and awkward attempts at talk about difficult issues were two insights that shaped both program sessions and informal hallway conversations:

- First, that the expectations that have shaped the values and career paths of university faculties in the past thirty years no longer quite fit the needs of American society at the close of the twentieth century. Faculty who sense this are ill at ease, somewhat dissatisfied with their professional lives, hurt and bewil-

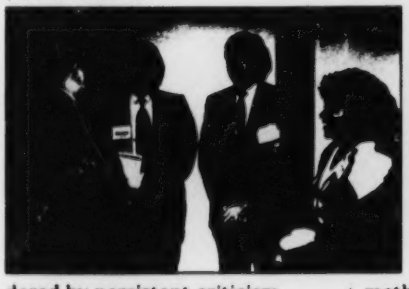
Above Conference participants enjoyed a break between reports on faculty workloads and workshops on evaluation of faculty activities



Above Presidential Young Investigators Denice Denton *(middle)* of the University of Wisconsin-Madison, Wendell Hill III *(left)* of the University of Maryland, and Angelica Stacy of UC-Berkeley spoke of their dreams to be accomplished researchers but also members of a caring community of scholars and teachers

Above Kathy Heilenman, professor of French at the University of Iowa, made the case for the scholarship of integration that is required when writing a textbook

Below AAHE's Nevin Brown *(far left)* engaged conference participants in lively conversation following sessions on the meaning and evaluation of faculty professional service



Photos by Craig Stafford

dered by persistent criticism.

• Second, especially at comprehensive universities, that there is a growing dissonance between the expressed needs of specific states, regions, and localities, on the one hand, and the professional aspirations of faculty on the other. Legislatures and boards of trustees demand distinctive missions, relevant and specific academic programs, accessibility for students. Faculty, however, as members of a national and international talent pool of specialists, see these institutional demands and goals as remote from their own.

These shared insights led many participants in the San Antonio conference to urge AAHE to make the question of changing expectations for faculty the focal point of the Forum's work. We in higher education have a bit of time to get this important work done, but not much time. As speakers Frank Newman, Wilhelmina Delco, Coleman Raphael, and others reminded us, the constituencies we serve do not necessarily see us as we see ourselves. For example, we would surely find it absurd for General Motors to sell cars engineered with 1950s technology. Yet we see nothing absurd in offering curricula, methods of instruction, and support services that are the academic equivalent of 1950s technology. Fortunately for us, our enterprise thus far has been sheltered from the competition that eroded General Motors' once dominant position in the global market. Fortunately for us, our enterprise still enjoys a monopoly on credentialing functions. But here again, the experience of other sectors should teach us not to rely on monopolies and cartels, which lose their power in an Information Age.

An Emerging Agenda

The immediate task before us at AAHE is to sustain the momentum gained at the conference, to encourage the national conversation by probing more deeply into issues of faculty roles and rewards. But a conversation, however thoughtful and inclusive, will not be enough. We'll also need to pursue "hands-on" projects, embedded in the history and culture of specific institutions. In both these dimensions, AAHE can be a catalyst for new ideas, a clearinghouse for information, a resource to campus leaders trying to change their institutions through formal or informal mechanisms.

The drafting of the "conference charge" by AAHE President Russ Edgerton, and the conference itself, helped us organize our thinking around possible lines of work. We expect that each line of that work will result in a publication and/or a convening of resource people willing to assist colleagues on their own campuses and across the nation. We'll need, as well, the participation of faculty leaders who have not previously been involved in national issues. We must reach out to chairs, deans, and provosts who have become agents of change in their communities, and often feel embattled or isolated.

Already we have identified a number of possible lines of work, all of which require leaders well versed in national issues, the involvement of faculty from many institutions and disciplines, and a lot of teamwork. The emerging agenda is as exciting as it is daunting:

• We need to understand fully, and to explain to our many constituencies, how, by whom, and why expectations for faculty were articulated in the period ca. 1958-1983. A wealth of quantitative and qualitative information is available. Ideally, this line of work should be pursued by a team with

Above: David K. Scott *(left)*, John Hannah distinguished professor of science, learning, and society and former provost of Michigan State University, exchanged views with David Ward, professor of geography and interim chancellor of the University of Wisconsin-Madison.

Far left: Karl Pister, chancellor of the University of California, Santa Cruz, and author of an influential report on the faculty-reward system at UC campuses. Pister and copresenter Richard Sisson of UCLA discussed how the dissemination of the Pister Report, while generating controversy, changed faculty culture at several institutions.

Left: Stanford University's Lee Shulman thrilled a large audience with his arguments in support of peer review of teaching. Teaching, he argued, will attain the academic prestige now reserved for refereed publication when it becomes, like published research, the property of a community of scholars/peers.

expertise in the social and cultural history of the United States since World War II.

- It might be useful to commission essays on contemporary society to help us interpret the growing gap between the way faculty see themselves and the way others perceive them. This line of work might involve case studies of faculty and their communities, or interviews with faculty and legislators or trustees from the same state or locality. An experienced journalist might do this better than a faculty member or academic administrator.
- The Forum might promote or assist campus-based projects concerning faculty career paths. We are especially interested in the work of campus teams (e.g., dean and chairs; provost and faculty senate) working on post-tenure evaluation, policies on merit pay, and new criteria for tenure and promotion based on redefined notions of professional responsibilities, and so on. Such work requires collaborative efforts between the campus teams and AAHE staff and will probably generate regional or local convenings of interested people.
- Along similar lines, the Forum might promote or assist campus-based projects that use the department, school, or institute as the appropriate unit of analysis in the allocation of duties and rewards. In San Antonio, we were urged to follow up on Lee Shulman's powerful concept of teaching as "community property," legitimizing and giving a central place in academic life to the practice of peer review of teaching. (Here, the Forum would cooperate with AAHE's Teaching Initiative.)
- Finally, the Forum might promote campus-based projects that attempt to implement new forms of shared governance between faculty and administration. It is unclear as yet whether enough such projects already exist to enable us to focus on practice, or whether we need as a first step to stimulate thinking, perhaps by commissioning a couple of essays.

Whatever its breadth and form, clearly the Forum's agenda is one that must be carried out "in the field," not in Washington. Equally clearly, the agenda calls for a lot of teamwork. Inside our campuses, we need to foster collaboration across disciplinary and bureaucratic lines; we need to involve trustees and legislators in some of the lines of work, certainly in the ones that involve issues of workload, professional responsibilities, and rewards. Most important, we need to involve faculty.

About a year from now, we will come together for the Forum's second conference. From the number of campus teams and the level of interest among faculty, we will know whether the emerging national movement to reexamine faculty priorities and define new expectations has taken hold. ■

Mingle

(continued from page 6)

ified faculty to bid on those courses to add to their base, or to bid on pooled research or teaching-improvement funds to add to their base (not unlike the system used for airline pilots). In such an approach, tenure would assure the base but not the supplement.

Or, we could establish group reward structures, where members of a department or program share a portion of the fruits from productivity gains, cost-cutting, and consulting contracts — not unlike the reward system used among the partners of a law firm. Even if we don't go this far, we might at least expect that all faculty face squarely the revenue and cost implications of how they spend their time.

Moving Toward Solutions

I think there are several lessons that we might learn from the data on faculty workload and from the experience of other professions and service industries.

From the health field, it is apparent that those who pay the costs will eventually seek to control the costs. Without internal cost control in higher education, we can expect both state and federal intervention, as well as consumer revolt.

Second, productivity problems often are rooted in a confusion about priorities and customers. We seem to be selling research when what most consumers want to buy is instruction.

Third, there is no reason to believe that with some imagination we can't both protect the autonomy of faculty to define their own agenda and gain greater commitment to institutional and state objectives.

Finally, like American business, higher education is going to have to "customize" its delivery system, not to eliminate the model of faculty member as researcher but to add equally competitive and attractive models that will motivate and reward different kinds of endeavor to serve society's needs. ■

Note

This article is adapted from an October 1992 presentation made to the State Council of Higher Education for Virginia.

Around AAHE's many programs.

Assessment Forum

Principles of Good Practice

Since the *Principles of Good Practice for Assessing Student Learning* first appeared in the December 1992 *AAHE Bulletin*, AAHE has filled requests for more than 10,000 copies! Packets of twenty-five are still available — free while supplies last — by writing or faxing c/o "Assessment Principles," at AAHE. Publication of the document is being supported by the Exxon Education Foundation.

Assessment/CQI Conference

Planning for AAHE's "Double Feature" Conference on Assessment and Continuous Quality Improvement (CQI), scheduled for June 9-12, 1993, at the Palmer House, in Chicago, is well under way. Workshops have been selected, sessions are under final review, and presenters are being confirmed. Watch for registration materials in the mail in early April.

School/College Collaboration

New Staff Member

AAHE welcomes **Sarita Brown** to its school/college collaboration program. She comes to AAHE from the University of Texas at Austin, where she was assistant dean and director of the Graduate Opportunity Program. Throughout her career, Brown has worked to develop and implement innovative strategies, including collaboration, to promote increased minority participation in higher education. She has served as a member of numerous organizations, including the Council of Graduate School's Task Force on Minority Graduate Education, the board of directors of the Hispanic Association of Colleges and Universities (HACU), and the Minority Graduate Education Committee of the Graduate Record Exam (The College Board). Brown is also a past chair of AAHE's Hispanic Caucus.

Academic Quality Consortium

Another New Staff Member

Welcome also to **Steven Brigham,** the latest addition to the staff of AAHE's newest special program, the Academic Quality Consortium, co-directed by AAHE vice president **Ted Marchese** and senior associate **Monica Manning.** Brigham joined AAHE February 17 from the Johns Hopkins Foreign Policy Institute, where he was publications manager and a CQI student consultant. His new duties include membership/information services and conference planning.

Brigham

RE:

Connect with other AAHE members by submitting items to **RE:**. In a few words, describe the information/material you need and an address where it should be sent, including a contact name. This month, AAHE has two requests of its own:

- AAHE's Forum on Faculty Roles and Rewards is interested in hearing from campuses experimenting with the notion of collective (or unit) accountability. While there has been much discussion recently about shifting the focus of evaluation from individual faculty members to *groups* of faculty (e.g., teams, departments, centers), how is this accomplished in practice? How do such units organize their work? How is departmental performance measured? How are institutional rewards distributed? What polices have been changed and what new procedures have been adopted? Put simply: What works and what doesn't? Over the next several months, AAHE plans to inventory the experiences of campuses that have adopted unit incentives and rewards, tie together some common threads of wisdom, and share this information through the Forum. Contact Jon Wergin, Senior Associate, AAHE Forum on Faculty Roles and Rewards, at AAHE.
- AAHE's School/College Collaboration program would still like to learn more about established teaching and learning centers where college faculty and K-12 personnel work together to accomplish similar educational goals. Contact Carol Stoel, School/College Collaboration program, at AAHE.

AAHE in Action

1993 National Conference. Washington, DC. *March 14-17, 1993.* See January *Bulletin* (Preliminary Program) for details.

1993 Assessment/CQI Conference. Chicago, IL. *June 9-12, 1993.* See February *Bulletin* for details.

1993 School/College Conference. Pittsburgh, PA. *December 4-8, 1993.* Watch future issues of the *Bulletin* for more.

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items!

PEOPLE: At this writing (February 23rd), all signals look "go" for President Clinton to deliver a major address at our National Conference, March 14-17 here in Washington . . . likely topic: a fuller statement of his ideas about national service . . . Brown's **Susan Stroud,** head of Campus Compact and a frequent speaker at AAHE meetings, has taken a four-month leave to join the White House staff, where she's part of a team of six working to put together the operative core of the idea, a "National Service Trust." . . . How thrives assessment as an issue? **Estela Lopez,** VPAA of Interamerican U, put the sign out for a one-day meeting on the topic, had 550 attendees from across Puerto Rico in San Juan for a February 5th event . . . part of the attraction was the presence of Berkeley's **K. Patricia Cross,** whose address on "pedagogical assessment" set a high tone for the day . . . Good outcome for Hunter president **Paul LeClerc,** as a task force he appointed in 1989 brings forward an imaginative 12-credit pluralism/diversity requirement, given the green light by CUNY trustees January 26th. . . . Oops, I got **Chuck Ruch's** name attached to the wrong institution last month; Chuck is the new president of Boise State University . . . **Grace Harris** succeeds Chuck as provost at Virginia Commonwealth. . . . **Mary Cooper** moves from Penn State to head the MAT program at Mary Baldwin. . . . **Jim Lichtenberg** — he wrote that recent *Change* piece on college textbooks — is the new head of the higher education division of the Association of American Publishers.

CAPHE: The Consortium for the Advancement of Private Higher Education (CAPHE) worked wonders through the 1980s assembling foundation monies in support of innovation in good, smaller colleges, but eventually came to a point of too many needs and too few sustaining donors . . . by act of their respective boards last month, CAPHE now becomes part of the Council of Independent Colleges, a union that should reposition both organizations to serve foundations and independent colleges better . . . already, five national foundations have announced pledges in support of the merger . . . **Mary-Mack Callahan** and two colleagues from CAPHE have already moved to CIC offices here at One Dupont.

MORE PEOPLE: Congratulations to Miami-Dade CC, first winner of TIAA-CREF's Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching; **Mardee Jenrette** directs the cited program, M-D's Teaching/Learning Project. . . . Mardee, AAHE's **Pat Hutchings,** and some two dozen other teaching-learning specialists were scheduled to gather in Princeton on February 26-28 for a working symposium on "The Development of Faculty as Teachers"; organizers **Marty Finkelstein, Maryellen Weimer,** and **Bob Menges** promise an extended statement and guidelines as an outcome. . . . **Cynthia Secor** reminds me of the April 5th application deadline for this summer's HERS institute for women in higher-ed administration (at Bryn Mawr, an excellent program), 303/871-6866 for details.

BABY BALDRIGES: I was happy to learn that Northwest Missouri State's president **Dean Hubbard** had received a coveted appointment as an Examiner for the Malcolm Baldrige National Quality Award, good recognition for Dean's years of work in the quality-management field. . . . If there are other AAHE members who've earned the designation, would you let me know? . . . We're keeping a close eye on the trend to create state-level versions of the Baldrige award; unlike the existing federal version, these usually include health-care and education categories . . . the latter could soon raise important new expectations of colleges . . . not untypically, Missouri's "Baldrige" starts this year, and in 1994 it makes colleges eligible . . . you can bet there'll be pressures on campuses to participate.

PARALLEL UNIVERSES: I heard the sentiment a dozen times at our Faculty Roles and Rewards Conference in San Antonio — same one I've heard for years at our Assessment conferences — voiced by disciplinary faculty members who never in their lives have been to anything like an AAHE meeting: "I had no *idea* there were smart people thinking about these issues!" I know I'll hear it again mid-March at our National Conference, where 200 first-time faculty have enrolled for our Forum on Exemplary Teaching. Wait'll they hear **Parker Palmer.** . . . See you there! ■

ANNOUNCING

Two New Publications From AAHE's Teaching Initiative

Featuring tools to foster a culture of teaching
and more powerful student learning.

TI9301 — **Campus Use of the Teaching Portfolio: 25 Profiles.** A companion to the 1991 monograph *The Teaching Portfolio: Capturing the Scholarship in Teaching* ($10.95 AAHE members; $12.95 nonmembers). This resource book provides detailed but concise accounts (two to four pages each) of what twenty-five campuses are doing with and learning about portfolios. Each profile addresses a set of common questions (purpose, scope of use, portfolio contents, evaluation, impact); and, because the stories are still evolving, each also names a contact who can provide updates or further information. Accompanying some of the profiles are materials campuses have developed, e.g., guidelines for developing a portfolio, checklists used for evaluating them. An introduction by Teaching Initiative director Pat Hutchings discusses nine cross-cutting issues and lessons that suggest directions for future work.

Compiled and edited by Erin Anderson.

$13 AAHE members; $15 nonmembers (1993, 120pp)

TI9302 — **Using Cases to Improve College Teaching: A Guide to More Reflective Practice.** This monograph explores a new phenomenon on college campuses: the use of *cases* about teaching and learning to prompt collaborative discussion and reflection about pedagogical issues. It reports on how cases are currently being used — on large campuses and small, by senior faculty and by teaching assistants, across disciplines and within departments — and what their benefits are. Also included are a rationale for cases, strategies for writing and discussing them, and suggestions for how they can contribute to a culture of teaching on your campus. The monograph also includes a bibliography, leads to further references, and actual cases you can duplicate and use in your own efforts.

By Pat Hutchings. (Note: Publication is scheduled for April 1993.)

$15 AAHE members; $17 nonmembers (1993, approx. 60pp)

Prices include Fourth Class postage and handling. **Orders under $50 must be prepaid;** orders over $50 must be prepaid or accompanied by institutional purchase order. Allow four to six weeks for delivery. Faster delivery and bulk discounts are available. ■

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B U L L E T I N

AAHE

A "TEACHER'S DOZEN"

Fourteen General, Research-Based Principles
For Improving Higher Learning in Our Classrooms

by Thomas Angelo

"THE" SEVEN PRINCIPLES . . . *NOT!*

by Tom Creed

DEEP LEARNING, SURFACE LEARNING

AAHE NEWS ■ BLIZZARD REPORT ■ BULLETIN BOARD
by Ted Marchese

BEST COPY AVAILABLE

In this issue:

We didn't set out to do a "theme" issue this month, but we seem to have wound up with one after all. All three features, as you'll see, share some bond with the "Seven Principles for Good Practice in Undergraduate Education," that "icon" for undergraduate reformers first published in the March 1987 *AAHE Bulletin*.

Good and commonsensical as the Seven Principles are, there's been too little critical commentary on them. When we spotted just such commentary in a Bush Foundation faculty-development newsletter, we were happy to get permission to reprint. Tom Creed's short piece also does a good job of bringing readers up to speed on the Principles and their history; if their story has dimmed in your mind, consider beginning your reading this month at the top of page 8.

Our third article, "Deep Learning, Surface Learning," presents excerpts from a "leaflet" distributed throughout Britain about improving teaching and learning on polytechnic campuses. That leaflet pays homage to the Principles in two ways: Like them, it lays out a series of good-practice propositions that are based in research and that have immediate practicality for classroom faculty. Second, like the Principles document, which got mass distribution in the U.S. thanks to a Johnson Foundation effort, the leaflet came to be disseminated in great numbers throughout the U.K., ratcheting up the level of discussion there about improving student learning.

This month's lead article, by Tom Angelo, is based upon his well-received 1993 National Conference session. The Seven Principles were not on our minds when we solicited "A Teacher's Dozen," but there they were, nonetheless, both in spirit and in explicit mention. An audiotape of Angelo's full Washington conference presentation (Session 56) is available for $8.50 from Mobiltape, Inc.; call 1/800/369-5718 toll-free to order.

If all this has piqued your interest in the Seven Principles, Tom Creed thoughtfully provides the source information (p. 9, col. 1). The Seven Principles also inspired AAHE's recently issued "Principles of Good Practice for Assessing Student Learning," available free from the AAHE Assessment Forum while supplies last.

—TJM and BP

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Assistant Editor: Gail N. Hubbard

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A "TEACHER'S DOZEN"

Fourteen General, Research-Based Principles for Improving Higher Learning in Our Classrooms

by Thomas Anthony Angelo

How much trust would you place in an engineer who admitted to having no knowledge of thermodynamics or other basic principles of physics, and who thought, in fact, that those physical laws didn't apply to his work? How much confidence would you have in a physician with no understanding of how bacteria and viruses cause infection, one who believed that biochemistry was irrelevant to her practice? If by some terrible mistake you were arrested and put on trial, would you hire a lawyer who thought that keeping up with the research on jury selection, effective defense strategies, and sentencing patterns was a waste of time?

These questions are obviously rhetorical, because we all expect — or at least hope — that professionals will be knowledgeable and keep current in the research that informs their practice. But, as college teachers, do we expect as much of ourselves?

Unless you're in a field such as cognitive science or educational psychology, chances are slim that your graduate education included any survey of the research on how humans learn. And even within cognitive science and educational psychology doctoral programs, future professors rarely study the research on adolescent and adult learning. As faculty, we tend to assume that knowing a great deal about our specific discipline — say, British literature, biology, business, or Byzantine church history — is sufficient preparation for teaching. Unfortunately, as most department chairs and all faculty who have children in college soon learn, that is a faulty assumption. Mastery of one's discipline may be *necessary* for effective college teaching, but it surely isn't *sufficient*.

Three Assumptions

Before going any further, let me lay out the three main assumptions that undergird this article. The first is that to most effectively and efficiently promote learning, faculty need to know something about how our students — and indeed how we ourselves — learn. The second assumption is that there really are some general, research-based principles that faculty can apply to improve teaching and learning in their classrooms. And the third is that college teaching is so complex and varied that faculty members themselves will have to figure out whether and how these general principles apply to their particular disciplines, courses, and students. The discussion that follows rests on these three assumptions like a stool on three legs: If they're sturdy, then what follows will hold up.

Thomas Anthony Angelo is director of the Academic Development Center, O'Neill 200, Boston College, Chestnut Hill, MA 02167-3810.

While there isn't space here to adequately test these three "legs," a few comments on them might be helpful. First, I assume it's important for faculty to know something about how humans learn because teaching that ignores this knowledge runs the risk of being inefficient, ineffective, and sometimes even counterproductive. The time, energy, and aspirations that we and our students invest in coursework are simply too valuable to spend carelessly.

Second, while few savvy faculty would argue that we know *nothing* useful about learning, many still protest that we don't yet know *enough* to inform teaching practice. It is true that there's still much to discover, but at the same time we do collectively know a great deal about how people learn, far more than we use. Solid research by cognitive scientists, psychologists, ethnographers, and other researchers offers much more direction to college teachers of the 1990s than was available even a decade ago. To argue that we shouldn't use what we know in teaching because our knowledge is incomplete is like arguing that sailors shouldn't use available knowledge about weather and currents in navigation because that knowledge is incomplete. Only by using what we already know can we learn more.

So, what exactly *do* we know

about learning that might be useful to college teachers? My response is the "teacher's dozen" referred to in the title. It's my own list of fourteen principles of effective higher learning that are well supported by research. My "teacher's dozen" isn't meant to be definitive or exhaustive. It's simply one college teacher's current list of solid principles to teach by.

Why fourteen? The best known and most discussed list is Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education." Their "Seven Principles" remain the standard, and most of those research-based guidelines can be found in my "teacher's dozen." But in making up my list, I found there were also other, more specific principles I couldn't teach without. Though I tried to limit myself to twelve, the teacher in me just couldn't give up that content. So, in the end, I decided that if a "baker's dozen" is thirteen, then surely a "teacher's dozen" could be fourteen.

Three Goals

Of course, whether such a list should include four, fourteen, or forty-four principles is open to discussion and debate. The first goal of this "teacher's dozen" is to encourage just that sort of questioning and dialogue. It's to invite faculty to think, talk, and perhaps even read more about the connections between what we know from research on learning and how we practice teaching. Chickering and Gamson's "Seven Principles," or any other general guidelines based on research, will only stimulate meaningful, long-lasting changes in teaching behavior if faculty make the principles personally meaningful by connecting them to their everyday teaching lives. On your campus, for example, you might begin this connecting process by compiling a list of principles from learning research that guide your own teaching and then comparing it with lists drawn up by your colleagues. At the least, comparing lists could make for stimulating lunchtime discussion or enliven a department meeting.

A second goal is to encourage faculty to use their personal "teacher's dozen" as criteria for assessing their current teaching practices. Once you know what principles you ascribe to, you can better determine how well your teaching embodies them. You can use a simple checklist of learning principles to quickly review your course syllabi, class notes, assignments, tests. Or you might watch a videotape of yourself teaching, checking your actions against your list. The videotape might reveal that, even though you're convinced active engagement is critical to learning, you're still doing most of the work in class, while your students passively observe.

A third, related goal is to encourage faculty to identify the implications of their "favorite" guiding principles and then develop practical classroom applications. If my third assumption is correct, each combination of teacher, course, and students is so unique that general principles have to be either "custom fit" or "custom built" to be useful in a particular class. The operating axiom is: Adapt, don't adopt. Therefore, the classroom implications and applications of these principles must be generated and validated by individual faculty if they are to have any value. Applying your own "teacher's dozen" might involve making changes in your teaching techniques, homework assignments, or tests. To return to the videotape example, once you've observed that your students are not actively engaged in class, you can begin to systematically experiment with new techniques and approaches — and assess how much difference they make.

A Working Definition of Higher Learning

The broader agenda behind these three goals is to help faculty improve the quality of higher learning in their classrooms. But what does that mean? As an exercise in *active* reading and learning, I suggest you take out a pencil and a piece of paper now and write a one- or two-sentence definition of *higher learning* before you read any further. Once you've jotted down your draft definition, we can compare notes to make sure we have similar concepts in mind.

What is higher learning? I define higher learning as an active, interactive process that results in meaningful, long-lasting changes in knowledge, understanding, behavior, dispositions, appreciation, belief, and the like. The key terms in this definition are *meaningful*, *long-lasting*, and *changes*. Higher learning is *meaningful* if the learner understands and appreciates what is learned; that means that something learned by rote but not understood would not qualify. By *long-lasting*, I mean learning that will endure in accessible memory at least beyond the end of the term. And *changes* here means not simply the addition of knowledge but also the transformation of ways of understanding and organizing the knowledge learned.

This is a demanding definition of higher learning, and I certainly don't always fulfill it, but having an explicit definition does help me make difficult decisions about what and how to teach. Since there is always more worthy course content than time in the semester, I need criteria for making hard choices about what to leave out. Asking myself whether a given class activity, reading, or homework assignment will contribute to meaningful and lasting learning is a helpful decision rule.

A "TEACHER'S DOZEN"

Before I share my current "teacher's dozen," a final caveat is in order: Given the range of human variation, there are bound to be exceptions to nearly every generalization about learning. It's up to individual faculty members to determine which principles apply to whom, when, where, and how.

That said, for each of the fourteen principles listed below, I'll offer a very brief explanation and then suggest one or two implications for or applications to teaching and classroom assessment. These general implications and applications are meant merely as "pump-primers," to stimulate you to come up with more specific, appropriate ones.

1. Active learning is more effective than passive learning.

What I hear, I forget; what I see, I remember; what I do, I understand. —Chinese proverb

Let the main object of this, our Didactic, be as follows: To seek and find a method by which teachers may teach less, but learners learn more.

—John Amos Comenius

As these quotations suggest, teachers have long known what researchers have only recently confirmed about the value of active learning: Students do learn more and better by becoming actively involved. But activity, in and of itself, doesn't result in higher learning. Active learning occurs when students invest physical and mental energies in activities that help them make what they are learning meaningful, and when they are aware of that meaning-making. As George Stoddard put it, "We learn to do neither by thinking nor by doing; we learn to do by thinking about what we are doing."

Implications/Applications. Having students teach or explain something to others that they have just learned helps them learn it much more effectively, especially if they actively rehearse that "lesson" ahead of time and get feedback. To assess actively, ask students to paraphrase a central concept in a couple of sentences for one specific audience, and then to paraphrase the same explanation for a completely different audience. The two audiences might be parents and children, professionals and laypeople, novices and experts. Assess these directed paraphrases for both accuracy and appropriateness.

2. Learning requires focused attention, and awareness of the importance of what is to be learned.

The true art of memory is the art of attention.

—Samuel Johnson

One of the most difficult tasks for novice learners in a field, whatever their age, is to figure out what to pay attention to and what to ignore. Students in introductory courses often cannot tell what is central from what is peripheral, foreground from background, superordinate from subordinate. Novices find these distinctions elusive, usually not because they lack intelligence but because they lack the experience needed to evaluate the data they encounter. If you've ever found yourself lost and alone in a busy city in a country whose language, culture, and street signs are totally unintelligible (some of you are thinking Boston; others, New York), then you can imagine how many students feel when they encounter a "foreign" discipline for the first time in college.

It's important for faculty to know something about how humans learn because teaching that ignores this knowledge runs the risk of being inefficient, ineffective, and sometimes even counterproductive.

Implications/Applications. You can help novices by pointing out some of the major landmarks, by writing a list of the five key points in your lecture on the board before class, for example. You also can assess how well they are learning to read the "maps" that lectures or readings provide. Using a "Minute Paper" to find out what students thought were the most important points in a lecture or reading and what questions they still have can provide useful information on where they are getting lost and clues for getting back on track.

3. Learning is more effective and efficient when learners have explicit, reasonable, positive goals, and when their goals fit well with the teacher's goals.

If you don't know where you are going, you will probably end up somewhere else.

—Laurence J. Peter and Raymond Hull

When learners know what their educational goals are and figure out how they can best achieve them, they usually become much more efficient and effective. Adult learners often fit this bill. When learners know how and how well their goals fit the instructor's, they tend to learn more and get better grades.

Implications/Applications. Early in the term, ask students to write down a few specific learning goals they hope to achieve through your course. Then involve them in comparing their learning goals with those of other students, and with your teaching goals. Look for and build on areas of congruence, but don't gloss over potential conflicts or disconnects. Refer back to and assess progress toward shared goals throughout the semester.

4. To be remembered, new information must be meaningfully connected to prior knowledge, and it must first be remembered in order to be learned.

Thinking means connecting things, and stops if they cannot be connected. —G. K. Chesterton

The more meaningful and appropriate connections students make between what they know and what they are learning, the more permanently they will anchor new information in long-term memory and the easier it will be for them to access that information when it's needed.

Implications/Applications. Provide many and varied examples/illustrations, descriptions/drawings, images, metaphors, and analogies. But ask students to provide them, as well, then give the students feedback on their usefulness and appropriateness. For instance, two simple ways to help students make connections, and to assess the connections they are making, are to ask them to compose a metaphor ("Learning is _____") or to complete an analogy ("Teaching is to learning as _____ is to _____").

5. Unlearning what is already known is often more difficult than learning new information.

It is what we think we know already that often prevents us from learning. —Claude Bernard

Habits, preconceptions, and mis-

conceptions can be formidable barriers to new learning, all the more treacherous because, like icebergs, this prior learning is usually 90 percent hidden from view. Before we can help students unlearn or correct prior learning, we need to know something about what is below the surface.

Implications/Applications. Before you present new material, find out what students already believe and know, and what they can do about it. A quick diagnostic "probe," containing a few questions, often can help you locate dangerous "icebergs." By asking a few diagnostic questions, you might also find out that the shipping lanes are clear and that your students are more experienced navigators than you had assumed. Whatever you discover, it will help you and the students find more appropriate starting points for your work.

6. Information organized in personally meaningful ways is more likely to be retained, learned, and used.

Much goes on in the mind of the learner. Students interpret. They overinterpret. They actively struggle to impose meaning and structure upon new material being presented.

—Donald A. Norman

Humans are extraordinary pattern seekers. We seek regularity and meaning constantly, and we create them when they are not apparent. Witness our penchant for seeing dragons in clouds, for example. To be most useful, the ways learners organize knowledge in a given domain need to become ever more similar to the ways experts in that field organize knowledge. This requires making what is usually implicit, explicit.

Implications/Applications. Show students a number of different, useful, and acceptable ways to organize the same information. Use prose, outlines, graphs, drawings, and models. Assess students' organizing schemas and skills by getting them to show you their "mental models" in a similar variety of ways.

7. Learners need feedback on their learning, early and often, to learn well; to become independent, they need to learn how to give themselves feedback.

Supposing is good, but finding out is better. —Mark Twain

Regular feedback helps learners efficiently direct their attention and energies, helps them avoid major errors and dead ends, and keeps them from learning things they later will have to unlearn at great cost. It also can serve as a motivating form of interaction between teacher and learner, and among learners. When students learn to internalize the voice of the "coach," they can begin to give themselves corrective feedback.

Implications/Applications. Don't assume that students understand, ask. Try asking them to jot down what the "muddiest point" was in a particular reading, lab, or lecture, then respond to the most common "muddy points" in your next class. Find out what students are doing with the feedback you're already giving them. Do they read and use the comments you write on papers and exams? If so, how? If not, why not? Explicitly demonstrate how you get feedback on your work and what you do with it.

8. The ways in which learners are assessed and evaluated powerfully affect the ways they study and learn.

Let the tutor demand an account not only of the words of his lesson, but of their meaning and substance . . . Let [the learner] show what he has just learned from a hundred points of view, and adapt it to as many different subjects, to see if he has rightly taken in it and made it his own. —Michel de Montaigne

Whether faculty "teach to the test" or not, most students are going to try to "study to the test." For generations uncounted, students have annoyed their teachers with the question, "Will this be on the final?" One reason they persist is that most genuinely want to get good grades. But a second reason is that knowing what will be on the final, or on any upcoming test or quiz, helps students figure out where to focus their attention. In other words, they are looking for a roadmap. One way to improve learning, then, is to make sure our test questions require the kind of thinking and learning we wish to promote, and that students know — at least generally — what those questions will be.

Implications/Applications. Once you're sure your questions are testing what you want students to learn, give them a sample exam or a list of study questions from which the exam questions will be selected. Give students regular opportunities to practice answering similar questions and to get feedback on their answers. If students work in study groups, that corrective feedback often can come from their peers.

9. Mastering a skill or body of knowledge takes great amounts of time and effort.

There are some things that cannot be learned quickly, and time, which is all we have, must be paid heavily for their acquiring. —Ernest Hemingway

In a study of talented young adults who had achieved high levels of mastery in a variety of fields, Benjamin Bloom and his colleagues found that none had achieved mastery in less than a dozen years, and the average time to mastery was sixteen years — at between 25 and 50 hours per week of practice and study. This means that at least 15,000 to 30,000 hours of time and intense practice were required to reach the highest levels of mastery. If we halve those figures to "guesstimate" the time needed to achieve an *acceptable* mastery level, we're still left with about 7,000 to 15,000 hours of preparation — the equivalent of 40-hour weeks, fifty weeks a year, for three-and-a-half to seven years.

Implications/Applications. Unplug all the TVs! Seriously, though, students need to know how long it actually takes to attain mastery in their field. Then they need to find out how much time they actually are devoting to that task. Give students a simple form on which they can log all the times they study/practice for a week and indicate how productively they used each block of time. Discussing their findings

with other students in a nonjudgmental way can help them become aware of and gain control over their time use.

10. Learning to transfer, to apply previous knowledge and skills to new contexts, requires a great deal of practice.
Research on learning to transfer generally is depressing. Most learning is highly context-bound, and few students become skilled at applying what they've learned in one context to another similar context. In fact, many students cannot recognize things they've already learned if the context is shifted at all. This is one of the reasons why students will point at questions that are only slightly altered versions of homework questions and protest, "We've never done problems like these before!" Those students who are being honest simply cannot see the similarities. They learned to solve problems involving giraffes, motorcycles, and Cincinnati; they never had to solve problems about wildebeest, cars, or Dayton.

Implications/Applications.
If you value transfer, teach transfer. Direct students' attention continually between the general and the specific. Give them many different examples of the same concepts or principles, and make sure they see where the similarities and the differences are. Challenge students to identify and then to create similar but different examples or problems.

11. High expectations encourage high achievement.
For some time now, we've known that younger students tend to achieve more by working with teachers who expect more of them. For the so-called "Pygmalion effect" to work well in college, however, the students must share the teacher's high expectations of themselves and perceive them as reasonable.

Implications/Applications.
Begin by finding out what your students expect of themselves in your class, letting them know what you expect, and discussing those expectations. Begin the course with assignments that diligent students can succeed in to build confidence. Have learners interview successful former students, or invite them to class, to illustrate in flesh and blood that high expectations can be realized.

> Given the range of human variation, there are bound to be exceptions to nearly every generalization about learning. It's up to individual faculty members to determine which principles apply to whom, when, where, and how.

12. To be most effective, teachers need to balance levels of intellectual challenge and instructional support.
In discussing the ways in which mothers help children acquire language by constantly adjusting their speech to stay slightly ahead of the child's, Jerome Bruner writes of "scaffolding." Scaffolding is a useful metaphor for college learning, as well. The weaker or smaller the student's foundation (preparation) in the subject, the stronger and larger the instructional scaffolding (structure and support) that is required. This is one of the many reasons that teaching a first-year course requires a different approach than teaching a third-year course in the same discipline. Students in the third year generally require less structure and direction, and benefit from more autonomy and responsibility. This also helps explain why students of lower ability or much weaker preparation often benefit from and appreciate highly structured courses. They need the scaffolding.

Implications/Applications.
Even when learner ability or preparation or both are weak, expectations should remain high. To reach those expectations, less-prepared students will need more and more explicit instructional "scaffolding," such as tutoring, highly structured directions, and more personal contact with the instructor. Students who are better prepared or more able can be encouraged to master their learning by serving as tutors, helping to create scaffolding for others, and to take more responsibility for their own learning through independent studies and special projects.

13. Motivation to learn is alterable; it can be positively or negatively affected by the task, the environment, the teacher, and the learner.
Though we tend to talk about students as being either "motivated"or "not motivated," most of our students are very motivated to learn certain things and not at all motivated to learn others. Research suggests that you stand a good chance of increasing motivation to learn if you can positively influence your students' beliefs and expectations about one or more of the following: Students are likely to be more motivated to learn in your class if they see the value of what you're teaching; believe that learning it will help them achieve other important goals; believe that they are capable of learning it; and expect that they will succeed.

Implications/Applications.
Give students lots of specific examples of the value and usefulness of what they're learning and help them make connections between short-term course goals and their own long-term goals. Use simple, anonymous surveys to gauge students' expectations, beliefs, and self-confidence levels, then respond to that information with specific examples, suggestions, and, whenever possible, realistic encouragement.

14. Interaction between teachers and learners is one of the most powerful factors in promoting learning; interaction among learners is another.
As with activity, it isn't interaction in and of itself that promotes academic learning, it's structured interaction focused on achieving meaningful, shared learning tasks. As the professional world never tires of pointing out, our students need to learn to work more effec-

Continued on page 13.

"THE" SEVEN PRINCIPLES . . . *NOT!*

by Tom Creed

In their widely distributed *Bulletin* article "Seven Principles for Good Practice in Undergraduate Education," Arthur Chickering and Zelda Gamson (1987) summarized years of study on effective college teaching. They concluded that good teaching:

1. Encourages contacts between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Uses active learning techniques.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

The article had an immediate and sustained impact on college teaching. Within eighteen months of its original publication, 150,000 copies of the article (in the form of a special section of the *Wingspread Journal)* had been distributed by the Johnson Foundation, which had supported its development. The article has been reprinted countless times in newsletters and on campuses (it is not copyrighted), so it's safe to say that several hundred thousand college teachers and administrators have seen it.

Then, in 1989, two inventories based on the principles — one for faculty and one for administrators — were developed by Chickering, Gamson, and Louis Barsi (1989). The inventories are self-report surveys designed to encourage faculty to reflect on their teaching and administrators to reflect on broader policies and practices that affect teaching and learning on campus.

On both inventories, the respondents are asked to rate themselves on a five-point scale, from "Very Often" to "Never." The Faculty Inventory consists of seventy items, ten on each principle. The items attempt to objectify the seven principles: For example, for Principle 1 there are items such as "Students drop by my office just to visit" and "I serve as a mentor or informal advisor to students." The Institutional Inventory is similar, consisting of items about campus climate and facilities, faculty, and curriculum. The Institutional Inventory asks sixty-six items, eleven each on six different topics.

One user finds the "Seven Principles of Good Practice in Undergraduate Education" and the inventories based on them to be useful tools — with some notable drawbacks.

Tom Creed coordinates the Learning Enhancement Service and is professor of psychology both at Saint John's University and at the College of Saint Benedict, Collegeville, MN 56321. He is a member of the Bush Collaboration Steering Committee.

A Bush Workshop

The Planning Committee for the November 1992 Bush Regional Collaboration in Faculty Development Seminar, "Power Plays: Issues of Control on Campus," which I chaired, wanted to have a conference that not only raised issues of control on campus but had breakout sessions that would give participants practical ways of looking at and dealing with power on campus.

Specifically, we wanted to help faculty and administrators develop ways to empower students to take control of their own learning. A workshop built around the Seven Principles and the inventories based on them seemed to be a natural. Mary Ruth Brown, assistant dean for academic affairs at the University of Minnesota-Morris, and I conducted the workshop.

In preparing and conducting that workshop, we found that the Principles document and inventories are useful tools, but there are caveats to their use.

Bulk reprints of the Principles

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document and the inventories are no longer available free from the Johnson Foundation; however, they are available at modest cost from Winona State University. (For prices and further information, contact the Seven Principles Resource Center, P.O. Box 5838, Winona State University, Winona, MN 55987; ph: 507/457-5020.)

As to the inventories themselves, here are some important lessons we learned.

Implied bias. The inventories promote a particular view of what constitutes good practice, and the implication is (or at least our workshop participants inferred) that to answer "Very Often" is always better than answering something less. This bias led to two separate but potentially serious problems with the use of the inventories.

The first of these was that several of the faculty members in our workshop reacted to the inventories as an indictment of their teaching. Unfortunately, even excellent teachers could not possibly do everything that the inventories suggest are the hallmarks of good practice and still have a life. Several individuals in our workshop tended to discount what they did well, and dwelled on those few areas where their self-report was low. This struck me as similar to the ways that faculty members often think about their course evaluations — they discount the good ones and perseverate on the one or two negative comments. Upon taking the Faculty Inventory, one remarked, "Now I really feel bad about my teaching."

Another problem with the implied bias that "Very Often is best" became emphasized when faculty disagreed about whether a particular practice was right. For example, it's hard to imagine that any faculty member would disagree with Principle 4, "Good practice gives prompt feedback." But one of the inventory items for this principle is "I call or write a note to students who miss classes." This item led to a good deal of discussion in our workshop. Some faculty felt that "Never" was the "correct" response (I was one of them); they believed that students need to be responsible for their own behavior, and that putting the burden on the faculty member to track down students encourages irresponsibility.

The problem is that the implied bias makes people defensive, especially when a particular inventory item is debatable as an example of "good practice."

> Even excellent teachers could not possibly do everything that the inventories suggest are the hallmarks of good practice and still have a life.

This understandable defensiveness, which arises from disagreement about the "correct" responses to one or two items, can lead some individuals to dismiss the entire inventory, which happened in our workshop.

Classroom emphasis. These are seven principles of good practice, not *the* seven principles of good practice. In fact, as we were discussing the inventories, Neil Lutsky, a psychology faculty member at Carleton College, pointed out several important principles of good practice that are *not* covered among the seven: "How well do you know your subject area?" "Have you been keeping current?" "Are your goals well formulated and conveyed to the students?" These are clearly essential components of good practice, perhaps being even more fundamental than the so-called "Seven Principles." Yet they are not covered by the article or the inventories.

Instead, the Seven Principles seem to be limited to classroom activities and assume that more fundamental faculty characteristics (such as training and a well-defined purpose in teaching) already exist. It might be better to consider them the "Seven Principles for Good *Classroom* Practice in Undergraduate Education."

But Still Useful

Where, then, do the principles and the inventories fit in the improvement of college education? First, I think it is important to keep in mind that the article and inventories *do* address issues that are crucial for good practice, and they can be effective in getting faculty and administrators to talk about student learning. To minimize potential problems, the inventories should be used as tools within a larger framework of discussion about teaching.

But faculty and administrators taking the inventories should be forewarned about the potential problems. And there should be adequate discussion about the inventories and possible classroom strategies after people have completed them.

Finally, anyone taking the inventories needs to understand that although useful, they are guides, not doctrine. ■

Resources

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An excellent resource on the Seven Principles. Contains articles on their history, research findings, suggestions for using the inventories, illustrative vignettes, and methods of institutionalizing the principles. Appendices contain the original *Bulletin* article and the faculty and institutional inventories.

Note

This article is adapted with permission from the Winter 1993 issue (Volume 6, Number 2) of *Faculty Development*, a regional, collaborative newsletter for Bush-funded programs in Minnesota, North Dakota, and South Dakota.

DEEP LEARNING, SURFACE LEARNING

In 1986-87, under the leadership of Zelda Gamson and Arthur Chickering, AAHE, the Education Commission of the States, and the Johnson Foundation convened a Wingspread Conference to translate research findings about teaching and learning into precepts for practitioners. The resulting "Seven Principles for Good Practice in Undergraduate Education" — first published in the March 1987 AAHE Bulletin *— quickly became an icon in the undergraduate reform movement. More than 500,000 copies of the Seven Principles are in print.*

In March 1992, the Oxford Centre for Staff Development at Oxford Brookes University produced "Improving Student Learning," a tabloid-sized "leaflet" inspired by the Seven Principles. Its "nine strategies" don't start from quite the same place as our own "principles," but it ventures into territories — encouraging reflection and problem-based learning, for example — often missing in U.S. discourse. The leaflet's "deep learning, surface learning" language seems helpful, as is its reemphasis of curricular design.

The text of the leaflet is excerpted below, in the original English . . . "staff development" in Commonwealth countries is "faculty development" here, and so on. In the accompanying box, Graham Gibbs of the Centre tells us what's happened since the statement came out. —Eds.

Improving Student Learning

According to the Council for National Academic Awards (CNAA), a course should develop students' understanding and independent thought. However, the HMI report ***The English Polytechnics*** found an overuse of lectures and methods that left students dependent on the information provided for them and assessment methods that rewarded regurgitation of facts.

The CNAA Improving Student Learning Project has documented ways to move students away from a superficial, reproducing approach to studying — a "surface approach" — and toward a "deep approach," involving a search for understanding — through the introduction of new teaching, learning, and assessment methods.

This leaflet outlines the research on student learning underlying the project and describes ten case studies [only three of them are reproduced here. —Eds.] of ways to improve the quality of learning. It identifies some of the difficulties in fostering a deep approach and draws clear conclusions to guide innovation.

Research Into Student Learning

Research has identified students' approach to learning — whether they take a surface or a deep approach — as the crucial factor determining the quality of learning outcomes. Those who take a deep approach understand more, produce better written work containing logical structures and conclusions rather than lists, remember longer, and obtain better marks and degrees than those students who take a surface approach.

Research in several countries has shown that a surface approach is common in courses that have a heavy workload; an excessive amount of course material; little opportunity to pursue subjects in depth; little choice over topics or methods of study; and an anxiety-provoking assessment system that rewards or tolerates regurgitation of factual information.

In contrast, courses that foster a deep approach involve the following key elements:

Motivational context. Students' motivation is intrinsic, and they experience a need to know something.

Active learning. Students are actively involved, rather than passive.

Interaction with others. There are opportunities for exploratory talk.

A well-structured knowledge base. Content is taught in integrated wholes and related to other knowledge, rather than presented in small, separate pieces.

The extent to which courses embody these four elements will determine whether those courses are likely to encourage a deep approach. The next section examines nine strategies that embody these elements in a variety of ways.

Nine Strategies

The following strategies for improving the quality of student learning contain one or more of the four elements that foster a deep approach.

Encouraging independent learning. Independent learning involves giving students greater control over choice of subject matter, learning methods, pace of study, and assessment of learning outcomes. Methods associated with the strategy include the use of learning contracts and self- and peer-assessment.

Supporting personal development. This strategy emphasizes student motivation and involvement of feelings as well as intellect in learning. The method most commonly associated with this strategy is intensive group work.

Presenting problems. Problem-based learning involves learning through tackling relevant problems. This is distinct from learning how to solve problems (problem solving) and applying previously acquired knowledge to problems (project work). Its main features are the use of "real world" problems out of which learning and action arise, the integration of knowledge from different disciplines, and interaction.

Encouraging reflection. Reflection on learning is crucial for a deep approach. Methods that encourage reflection include the use of learning diaries, reflective journals, and the use of video and observers when learning skills.

Using independent group work. This strategy focuses mainly on interaction. Methods that emphasize independent group work include group-based project work and peer tutoring, in which students teach one another.

Learning by doing. Experiential learning emphasizes learner activity. Methods associated with learning by doing include the use of games, simulations, and role plays; visits; and work experience.

Developing learning skills. The development of learning skills requires students to have a sense of purpose and an awareness of task demands and flexibility. The development of study skills in a narrow technical sense is not successful in moving students from a surface to a deep approach.

Setting projects. Project work is perhaps the most common strategy used in higher education for the purpose of fostering a deep approach. It involves the application of knowledge to new situations, learner activity, and demands a high level of motivation whether done individually or in groups.

Fine tuning. The above eight strategies might seem to imply that radical alternatives to conventionally taught courses are necessary to support a deep approach to learning. However, it is possible to have a marked impact through modifications to conventional teaching methods without abandoning existing course structures; for example; through the introduction of active learning tasks and peer-group discussion into otherwise passive lecture classes (see "Introduction to Human Geography").

Whatever strategy is used, students will be powerfully influenced by the assessment system they are working within. Strategies for **modifying the assessment system** that can influence students' approach include involving students in the design of assessment tasks and negotiating criteria as well as marking, for example, through the use of contracts and self- and peer-assessment.

Case Studies

More than 100 courses applied to be involved in the study, of which 10 were selected. Those ten undertook a detailed monitoring of innovations

How It All Came About

The "Improving Student Learning" Project was designed not to produce new research evidence on student learning but to demonstrate the ways in which faculty could use existing research evidence and tools to improve their own courses. The project was supported by the Council for National Academic Awards.

The summary of research evidence (described on page 1 of the leaflet) was made at the start of the project to provide a clear framework for those involved. Courses wishing to attempt to move students from a "surface" to a "deep" approach to learning were invited to bid for modest funding to become action research case studies. More than 100 courses applied and 10 were selected. Over a period of two and a half years, faculty from these 10 courses came together in residential meetings in Oxford to diagnose their course problems; to select alternative teaching, learning, and assessment strategies; to discuss the way they then taught these courses; and to discuss evidence gained from monitoring the changes in students' approaches to learning and learning outcomes, all within the research framework provided.

Consultancy support was provided to assist in interviewing students, interpreting evidence, developing new teaching and assessment methods, and so on. The results were written up as ten case studies in the book *Improving the Quality of Student Learning* and summarized in the leaflet.

Two national conferences launched the book and leaflet in early 1992. By March 1993, 30,000 copies of the leaflet had been distributed, and more than 30 one-day training events on "Improving Student Learning" had been run, at the request of universities in the United Kingdom, Australia, and New Zealand. Consequently, the University of Queensland adopted the framework for a large-scale, self-funded action research program to improve the quality of teaching.

Many small-scale action research projects also have been initiated. In September 1993, in London, an international symposium entitled "Improving Student Learning: Theory and Practice" is being held to bring these projects together. The symposium will be addressed by the two main "names" in the research field — John Biggs and Paul Ramsden — but it will consist primarily of ordinary faculty members' accounts of using the research to improve their own courses or the use of research tools to monitor the effects of innovations.

The "deep/surface" concept and the idea that it is *features of course design* that influence whether students take a deep or a surface approach have quickly provided the dominant framework for improving quality in teaching. The concepts themselves have been around since the mid-1970s, but it took large-scale national action research and dissemination to get the concepts taken up and used. The case studies provide not so much models of how to design and teach courses as they do models of professionalism in bringing about worthwhile change.

Multiple copies of the "Improving Student Learning" leaflet are available free by writing: The Oxford Centre for Staff Development, Oxford Brookes University, Oxford OX3 0BP, England.

—Graham Gibbs
Head, Oxford Centre for Staff Development

using the "Approaches to Studying" questionnaire (see Marton et al. 1984) and depth interviews to identify the extent to which students took a surface or deep approach to learning.

B.A. Business Studies, Part Time
Birmingham Polytechnic
Innovator: Julie Hartley

This case study is set in the context of a large part-time course. Mature students study two evenings a week. Like many such courses, it was dominated by a fixed lecture program and formal exams, and students had little opportunity for discussion or independent reading. Evaluations showed students to be socially isolated and to move toward an extreme surface approach during their first year. Two initiatives changed the situation.

Study networks. Students were formed into self-help groups, called study networks, and given assistance in developing a range of methods for helping one another to study effectively. The members of each study network met outside of class, swapped notes, shared books, talked on the phone, and generally supported one another. At the end of the year, 92 percent of students were still active members of their study network, and 93 percent reported finding them useful.

Business workshops. In a series of workshop sessions, students identified their current strengths, competencies, areas requiring development, and learning needs. They set themselves personal objectives, reflected on their progress, and produced a self-development portfolio, which was assessed as part of the course.

This process of developing autonomous learning was initiated by a residential weekend and allocated the academic equivalent of a module for class time and assessment. The business workshops were supported by a workbook that encouraged students to relate their business experience to the theoretical components of the course.

The rest of the course remained unchanged, and the effect of lectures and exams limited the impact of the study networks and business workshops on students' overall approaches to studying. However, the students undertook a surface approach to a significantly lesser extent at the end of the year, although their motivation and the extent of their deep approach was unchanged.

Introduction to Human Geography
Oxford Polytechnic
Innovator: Alan Jenkins

This case study concerns a large first-year term-one module. A conventional lecture course had been progressively modified. The focus of the case study was the interactive lecture sessions, but in addition a workbook provided students with handouts and advice on reading and seminars, and coursework assessment had been increased to include short written work and seminar presentations until it contributed 50 percent of marks.

Separate lectures were combined into one 3-hour session a week, involving a succession of short presentations interspersed with a wide variety of active learning tasks such as discussing problems in small subgroups, reading, writing, and analyzing quotations. The sessions were divided into as many as eighteen sections, including a break.

Students found that this made very different demands on them from other courses, and they could describe these sessions in great detail eighteen months later.

The assessment system reinforced the processes in these interactive "lecture" sessions, and students described having to "be able to argue a case . . . to show you had an understanding of the issues."

The case study illustrates the possible impact of fine tuning of courses on the quality of learning.

B.Eng. Automotive Engineering Design
Coventry Polytechnic
Innovator: Peter Griffiths

This case study involves second-year Automotive Engineering Design students on a B.Eng. degree, with their first year common with a conventional Mechanical Engineering degree. The approach in year two was completely new and intended to develop engineering design skills through a comprehensive, problem-based approach.

Students worked in a design studio in learning groups for much of their time. They tackled design problems in order to generate a need to find out. The pace at which new problems were introduced depended on the level of understanding of the students. Lecturing was limited to that required to solve the problems and did not follow a formal schedule. Students kept a learning journal, in which they reflected on the process of their learning, and a learning log, for recording their work that was assessed. Periodically, students tackled week-long projects in which they applied and integrated knowledge and skills developed through the problem-based work. Toward the end of the year, these were carried out on an individual basis for assessment.

The problem-based approach was a real challenge to students and dramatically changed their approach to learning.

The students adopted a progressively deeper approach, while students taking the parallel conventional B.Eng. progressively adopted a surface approach. When the problem-based students subsequently took a conventional course, they would not tolerate lectures, and an alternative approach had to be provided. In a fourth-year project conducted in parallel with conventionally taught students, there was evidence that the new approach led to superior performance.

Conclusions

- Significant improvements in the quality of student learning are possible within existing resource constraints. In some instances, these improvements have been rapid, dramatic, and pervasive.
- The changes necessary to achieve these improve-

Marton, F., D. Hounsell, and N. Entwistle, eds. (1984). *The Experience of Learning.* Edinburgh: Scottish Academic Press.

ments are concerned with avoiding those features of courses that foster a surface approach, and building in those features that foster a deep approach.
- While some of these features are concerned with classroom practice and require teaching skills, most are concerned with course design strategies.
- The most significant influences on the quality of student learning come from the assessment system. Even significant course changes can be ineffective if the assessment is not also changed to reinforce the reorientation of students' efforts.
- Innovations often require careful monitoring and fine tuning before they show benefits.
- Isolated innovations surrounded by courses that foster a surface approach often fail, or have only localized and short-lasting impacts on student learning. Comprehensive changes and those involving teams of staff and planned staff development are much more likely to succeed.
- Students' conservatism and deep-rooted habits of reproductive learning can obstruct change. ■

Angelo, cont.

tively in teams.

Implications/Applications. Most students have to believe teachers know and care about them before they can benefit from interactions — or even interact. Learn students' names as a first step, then try to engage them in working with you to learn. Classroom Assessment and Classroom Research projects can engage students and teachers in working together to solve meaningful problems, such as finding ways to ensure that *everyone* in class has a fair chance to master the course content. If you want students to cooperate effectively with other students, first, challenge them with assignments that groups can carry out more effectively than individuals can; second, provide guidelines and guidance for group work, especially for those who haven't had experience; and, third, de-emphasize competition among individuals for grades and approval. Meaningful and positive interactions require mutual trust.

Final Notes

Nothing is so useless as a general maxim. —Lord Macaulay

Psychology is a science; teaching is an art, and sciences never generate arts directly out of themselves. An intermediary, inventive mind must make the application, by use of its originality. —William James

I argued at the outset that mastery of an academic discipline is not sufficient for effective college teaching. But even disciplinary mastery complemented by familiarity with research on college learning is not sufficient. Truly effective teachers know their subjects, know something about the research that informs teaching, and also know how to adapt and apply relevant research findings to their own classrooms. Lord Macaulay was partially correct: Nothing is so useless as a general maxim that isn't properly applied to the particular. With James, I'm convinced that we need inventive, original minds to make the applications of these or any other general principles of teaching. I'm also confident we have such "intermediary, inventive" teachers in abundance among our faculty. ■

Note

This article was adapted from Session 56: "A Teacher's Dozen': Fourteen (General) Findings From Research That Can Inform Classroom Teaching and Assessment and Improve Learning," from AAHE's 1993 National Conference on Higher Education.

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A Few Useful Starting Points

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AAHE Teaching Initiative

Cases Conference Update

In the February *Bulletin*, AAHE announced an upcoming conference on the use of cases to improve teaching and learning, sponsored by AAHE's Teaching Initiative and the Pace University Center for Case Studies in Education. The conference will be held *July 14-17, 1993*, at *Mills College*, in *Oakland, California*. The four-day event will focus on how cases about teaching and learning can be used to prompt more reflective faculty discussion of important pedagogical issues.

The conference will be *highly interactive and collaborative*, allowing faculty participants to set up and lead case discussions. Enrollment will be limited to 100. For further information and registration materials, contact Erin Anderson, Project Assistant, or Pat Hutchings, Director, AAHE Teaching Initiative, at AAHE.

Academic Quality Consortium

Advisory Group Meeting

The advisory group for AAHE's newest special program, the Academic Quality Consortium, has scheduled a planning meeting in AAHE's offices at One Dupont Circle on Saturday, April 17. Stay tuned to the *Bulletin* for details on the AQC's upcoming agenda. (For more information on the consortium, see the December 1992 *Bulletin*).

AAHE Forum on Faculty Roles & Rewards

New Staff Member

Welcome to **Kris Sorchy**, new project assistant for AAHE's Forum on Faculty Roles and Rewards. In addition to working with Director **Clara M. Lovett** on plans for the Forum's second annual conference, in January 1994, Kris also coordinates working groups of resource people who are preparing conference papers, articles, and monographs for the Forum. She also serves as the point person for the Forum's "clearinghouse" function.

Continued on back cover.

AAHE and the Blizzard of '93

The Blizzard of '93 could not have come at a worse time for AAHE's 1993 National Conference, March 14-17, at the Washington Hilton.

On Friday morning, March 12, the AAHE staff were in the hotel assembling conference packets for an anticipated registration of more than 1,800 people — the highest in ten years. That night the storm hit the East Coast, and by Saturday both Dulles and National Airports were closed and remained so until Sunday afternoon. Monday, Tuesday, and Wednesday were clear if cold, but the damage to travel plans already had been done. Only 900 colleagues — just half of those planning to attend — ever made it to Washington.

Our presenters, however, responded as if the weather were an Outward Bound adventure. Somehow, amazingly, the great majority of them did manage to make it, and the show went on.

For registrants who did arrive, the program was full, even if all the chairs weren't. A spirit of camaraderie at having triumphed over the weather was felt by all. (Fuller coverage of the events will appear, as usual, in the June *Bulletin*.)

We have received some requests for refunds. Our policy, stated on the registration form, is clear: Refunds to be made only if requested in writing by February 19, 1993. There are many reasons why that policy must stand. First, the great bulk of the costs of putting on the national conference — such as staff time, program development, publicity, presenter travel — are incurred long before the conference begins. Second, in this instance the timing of the blizzard was such that even most of the last-minute, controllable costs were already out of our hands. Third, to these sunk costs, we must add an additional loss of at least $60,000 in anticipated revenues, in the form of cancelled workshops and other special fee events, foregone income from on-site registrations, lost publications sales, etc. To give full or even partial refunds to those preregistrants who didn't arrive would add another $100,000 to $150,000 in losses. And that is not something AAHE can responsibly do.

At the same time, we are well aware that many of those "casualties" of the blizzard incurred losses, too. We want to acknowledge that fact, and we want them to know we care about their participation in AAHE. Accordingly, in about a month we will be mailing these colleagues a copy of the final conference program book and a "Best of 1993" set of edited transcripts consisting of the major plenary sessions and the most highly rated concurrent sessions. Also, we are extending to them a nontransferable $100 credit toward the registration fee for AAHE's *1994* National Conference, March 23-26, 1994, in Chicago. If the time/location of that meeting is inconvenient, they may use the credit at any one of AAHE's three upcoming conferences on special issues. These benefits still will be a considerable expense; but because they are a *planned* expense, we believe we can absorb them without endangering the Association.

Finally, there is a silver lining amidst all the frustration. The extraordinary efforts that so many of you made trying to get to Washington, and the dozens of calls we have received since, say worlds about how you feel about AAHE. As the 1993 conference theme, "Reinventing Community: Sustaining Improvement During Tough Times," suggested, community does spring up in times of adversity. All of us in the national office thank you for your wonderful support.

Russell Edgerton
President, AAHE

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**), plus news of note . . . do keep sending me items!

SNOW JOB: The press called it "the storm of the century," a rare "winter hurricane" that blew up from the Gulf and dumped up to three feet of snow from Alabama to Maine over March 13-14, the weekend at the start of our National Conference here in D.C. . . . The storm closed most of the "hub" airports in the East, stranding hundreds of conference-goers across the country . . . my heart went out especially to the members who spent two days at O'Hare. . . . On site, the 900 or so attendees who made it (out of an expected 1,900) helped create one of the best-spirited conferences in memory . . . everyone had a travel tale to tell, it seemed, accepted the inevitable schedule changes, and pitched in to make this one of the most interactive, participative events of its kind I've seen. . . . For me, highlights included **Parker Palmer**'s keynote, an information-packed plenary on Clinton's plan for national service, a panel of students talking about the impacts of service on their learning, and many smaller sessions in which members' remarks from the floor proved telling. . . . All in all, a great conference, but a bout with Mother Nature we'd all soon rather not repeat.

PEOPLE: Things I learned at the conference: **Parker Palmer,** our AAHE senior associate, has accepted a Lilly visiting professorship at Berea for 1993-94 . . . **Greg Anrig,** a dozen years of vigorous service behind him, steps down from the helm at ETS this June . . . **Harold Delaney** is serving as acting president at Bowie State this year . . . American U. president **Joe Duffey** (he moderated that student panel on service learning) will be Clinton's choice to head USIA . . . Colorado SHEEO **Dave Longanecker** will be tapped to head the postsecondary office at the U.S. Department of Education . . . AAHE Board member **Uri Treisman**'s latest venture is a nationwide "electronic community" to redesign the basic precalculus course that every college teaches ("which, everyone agrees, doesn't work even if it *is* taught well") . . . Washington's **Don Wulff** is the new president of POD (the faculty-development network). . . . Nicest story of the conference: **Josephine Ong** of Grand Canyon U. trudged with her family through the Washington snow to church Sunday morning to find the Clintons sitting in the next pew . . . afterwards, the two families enjoyed a ten-minute chat and had their pictures taken.

ON THE CHARLES: My *Change* magazine colleague **Art Levine** is on leave this term to complete nationwide interviews for a new version of his book *When Dreams and Heroes Died: A Portrait of Today's College Students* . . . Art will edit a next-fall issue of *Change* on the topic. . . . Also at Harvard, **Dick Light** is about to write his *third* report from the Harvard Assessment Seminars . . . we'll get a first glimpse of new findings from Dick at our Assessment/CQI conference this June 9-12, in Chicago. . . . At our National Conference, **Jim Wilkinson** of the Derek Bok Center for Teaching and Learning previewed a terrific eighteen-minute video showing collaborative learning at work in three science classes . . . copies of "Thinking Together" are $95 (and worth it); info from the Center at 617/495-4869 . . . the film highlights the "oldest continuously offered course" at Harvard College; can you name that course?

MORE PEOPLE: Board member **Mike Timpane** has announced that next year will be his tenth and final in the presidency of Teachers College, Columbia University. . . . **Dick Rosser,** seven good years behind him in the NAICU presidency, plans to retire this June. . . . Puget Sound president Susan Resneck Parr wed Kenneth Pierce last February, so we appropriately congratulate **Susan Resneck Pierce.** . . . For students of state coordinating boards and public-university systems, I recommend the new "Shared Visions of Public Higher Education Governance" report, by several authors including **Edgar Schick, Dolph Norton,** and **Tex Elam,** $12 from AASCU, call 202/293-7070. . . . There's a nifty NSF-sponsored teleconference on undergraduate science teaching on tap for April 28, built around **Sheila Tobias**'s study of "what works and what doesn't" . . . registration for the five-hour live show is $50, call 310/985-2826 right away for details.

PEGGY HEIM: Many AAHE members came to know economist **Peggy Heim** over the decades of her career, highlights of which include conduct of the AAUP national salary surveys and a long stint at TIAA/CREF during which she saw to the support of dozens of important studies (including that behind our *Search Committee Handbook*). Her admirers will be sad to learn of her retirement at the end of March, but delighted to learn that April 3rd she wed George Nelson in Easton, Maryland . . . Peggy and George, it turns out, were pinned during her student years at Duke some five decades ago . . . they rediscovered each other quite by chance last fall at a high school reunion.

THE ANSWER: "Celestial Navigation" . . . see you next month. ■

News, cont.

AAHE Assessment Forum

"Double Feature" Conference Preview

By April 23, everyone who receives a *Bulletin* should receive a preview containing registration materials for AAHE's first "double feature" conference, featuring both Assessment and Continuous Quality Improvement (CQI). If you have not received a preview by this date, contact Elizabeth Brooks, Project Assistant, AAHE Assessment Forum, at AAHE.

The conference will be held *June 9-12, 1993*, at the *Palmer House*, in *Chicago*.

AAHE Assessment Forum

Conference Speakers Confirmed

Several presenters recently have been added to the Assessment/CQI conference roster and so do not appear in the printed conference preview: **Sherril B. Gelmon**, director of academic affairs, Association of University Programs in Health Administration, will lead a session entitled "Quality and Higher Education: Lessons From the Health Care Industry"; **John Katzenbach**, director, McKinsey & Company, and author of *Wisdom of the Team: Creating the High Performance Organization*, will speak about the uses of team approaches in higher education in his session, "The Wisdom of Teams"; and **George Kuh**, professor of higher education, Indiana University-Bloomington, and author of *Involving Colleges*, will present "What Do Students Gain From College? Ask Them!" a session about capturing students' educational experiences both inside and outside the classroom. ■

RE:

Connect with other AAHE members by submitting items to **RE:**. In a few words, describe the information/material you need and an address where it should be sent, including a contact name. This month, there are two requests:

- AAHE's Forum on Faculty Roles and Rewards is compiling a master list of campus documents concerning faculty roles and priorities and the faculty reward system, to be made available at cost to AAHE members. If your campus has a task force report, handbook, white paper, or other pertinent documents, the Forum would like to add a copy to its list. Contact Kris Sorchy, Project Assistant, AAHE Forum on Faculty Roles and Rewards, at AAHE.
- AAHE member **Judith Rosenthal**, of Kean College (NJ), is writing a book for the American Association for the Advancement of Science (AAAS) Press about teaching science to *undergraduates* who speak English as a second language. She is interested in information about model courses or programs to improve science instruction for this population, particularly in biology, chemistry, and physics. These might include ESL models (adjunct, tutorial, sheltered, or bridge); science courses taught in the student's native language; or programs to train science faculty to more effectively teach nonnative speakers of English. Contact Dr. Judith Rosenthal, Professor, Department of Biological Sciences, Kean College, Union, NJ 07083; ph. 908/527-2469, fax 908/355-5143.

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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B U L L E T I N

AAHE

Student Aid for National Service

Behind the Scenes of the President's National Service Initiative

1993 Swearer Student Humanitarian Awards

AAHE's New Agenda on School/College Collaboration

Introducing Faculty Portfolios: Early Lessons From CUNY York College

BEST COPY AVAILABLE

Call for Proposals: 1993 School/College Collaboration Conference

AAHE News

Bulletin Board
by Ted Marchese

Two Guides

In this issue:

Each month, after the feature articles have been edited, we send proofs back to the authors for review and approval. This month was no exception — but it was a little unusual in that the destination of two of those proofs was . . . The White House. (Okay, technically the address was the Old Executive Office Building, but that's practically the same thing.)

The first article, beginning on the next page, is a speech by William Galston, deputy assistant to the President for domestic policy, that he delivered March 15 at AAHE's 1993 National Conference on Higher Education. The second is a companion to the first — an interview AAHE President Russ Edgerton did with Susan Stroud, who is currently on leave from Brown University and Campus Compact to work as senior advisor to the director of the White House Office of National Service.

Messengers delivered our two packages just a few weeks before President Clinton was to announce his National Service plan to the nation, so to say that Galston and Stroud were "busy" doesn't begin to cover it. But somehow they found the time to check things over and get back to us, and for that the *Bulletin* extends heartfelt appreciation. We think you'll find both articles enlightening. —**BP**

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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From the 1993 National Conference

STUDENT AID FOR NATIONAL SERVICE

President Clinton's New Covenant for Educating America

by William Galston

Bill Clinton inspired not only students but indeed all of us with a new call to service. No other line in the standard campaign speech evoked such a strong, indeed passionate, response. That was a promissory note extended to the American people. The challenge of the Clinton administration now is to redeem that promissory note, to convert all of the idealism of the promise into a workable plan of action.

A few days ago, a conservative columnist, writing in what was once a respectable liberal publication, accused the Clinton administration of having no sense of history. Well, I challenge anyone to read the text of the Rutgers University speech on national service that the President delivered just two weeks ago and to sustain that charge or maintain that position.

The President understands very, very well that the idea of national service is not new, that it is deeply rooted in the history not only of the United States but also of our entire tradition, going back millennia.

In recent decades, scholars have unearthed and revived the civic republican tradition from Ancient Greece and Rome — a notion of citizenship. The good citizen, according to this tradition, is concerned with public matters, not just private or personal matters. The good citizen pursues the common good, not just self-interest. The good citizen pursues and participates, actively and directly, in the affairs of the community. This civic republican ideal of citizenship had a profound impact in the formation of these United States. For example, George Washington was deeply inspired by the civic republican image of the Roman hero Cincinatus, a farmer who left his plow to lead Rome in an hour of need and then returned to private life with no thought of ambition or personal advancement afterwards.

Photography by Michael Milkovich

William Galston is the deputy assistant to the President for domestic policy, Old Executive Office Building, The White House, Washington, DC 20500.

At the beginning of the nineteenth century, Thomas Jefferson declared, "A debt of service is due from every man to his country, proportioned to the bounties which nature and fortune have measured to him."

At the end of the nineteenth century, the philosopher William James wrote his famous essay, "The Moral Equivalent of War." In that essay, he chewed on a problem. The problem was that all too often, it appears, we overcome social divisions and self-interest only during war. But we need the virtues of citizenship in peace time, as well. James argued for national service as an alternative route to the formation of good citizens. Alternative, that is, to the military draft and to the experience of war itself.

James's essay raises for us a crucial point, and since I am a member of the academy talking to fellow members of the academy, you'll forgive me, I'm sure, for this brief academic detour. And that is, in talking about national service as a vehicle for the formation of citizens, there is some conception of good citizenship at work. William James was very explicit about his: through national service "the military ideals of hardihood and discipline would be wrought into the growing fiber of the people. National service would preserve in the midst of a pacific civilization the manly virtues which the military party is so afraid of seeing disappear in peace." The virtues, that is, of toughness and authority and sober realism. The sort of virtues that William James's disciple Walter Lippman would celebrate throughout a long and distinguished career.

Now, I think you can tell from the words that I have just read that today our own conception of good citizenship is quite different — somewhat less gender-specific and with a somewhat different canon of the virtues. We would now be inclined to speak of tolerance and compassion and understanding of difference as equally relevant to the formation of good citizens. Still, it seems to me, James's broader point stands.

One of William James's students at Harvard University, Franklin

Delano Roosevelt, had an opportunity as president to recall some of these ideals and put them into practice, through the CCC and the WPA, and the G.I. Bill, which FDR proposed and which came to fruition during the Truman administration.

The next iteration in this American saga came during the Kennedy administration, the famous "Ask not" declaration in his inaugural address, and, of course, on March 1, 1961, the initiation through executive order of the Peace Corps, which, although small in numbers, had an enormous effect on the spirit and self-understanding of this country.

The service ideal was pushed forward further in the Johnson administration, in the War on Poverty and in the institution of such programs as VISTA, the National Teacher Corps, and the Neighborhood Youth Corps.

After LBJ, regrettably, there was a period of many years of stagnation or even decay at the federal level, but compensated by an enormously vigorous stream of state, local, and nonprofit innovation in the area of service: in the public schools, a new theory of service-learning advanced by scholars such as Ernie Boyer and Jim Coleman . . . in the states and in the cities, programs of service based in elementary and secondary schools, some voluntary, as in Minnesota, some mandatory, as in Atlanta and recently in Maryland . . . at our colleges and universities, as many of you know very well, the formation of organizations such as Campus Compact and the Campus Outreach Opportunity League, otherwise known as COOL. (Of the 3,500 colleges and universities nationwide, there are now more than 600 with well-defined campus-based programs of service.)

In states and localities, youth corps have sprung up, a range of programs in addition involving older Americans, national intermediary organizations such as Youth Service America. There have been outstanding intellectual developments in the area of service, spearheaded by people such as Charles Moskos, Richard Danzig, Don Eberle, Peter Szanton, Will Marshall, Roger Landrum, Adam Walinsky, and Kathleen Kennedy Townsend, among others.

During the Bush administration, there were further developments in the area of national service — for example, the creation of the White House Office of National Service, which President Clinton has retained and reoriented under the direction of his assistant for national service, Eli Segal, who is responsible for the overall coordination and initiation of the President's program.

In the late 1980s, the Democratic Leadership Council, under the intellectual leadership of members of Congress such as Dave McCurdy and Sam Nunn, put forward an important — although, as it turned out, controversial — proposal for national service, which had the effect of catalyzing a major debate in the Congress. And then, under the leadership of Senator Ted Kennedy, the various pieces of that debate were pulled together into a piece of legislation that established the Commission on National and Community Service, as an integration of previous decades of reform and innovation, public and private, at every level of our country . . . streams involving service at the K-12 level, at colleges and universities, in youth corps, and also demonstration programs for national programs of service.

> The President understands very, very well that the idea of national service is not new.

The Clinton Program

That is a brief, as academics might say, potted, history of national service going back 2,500 years, and it brings us to the threshold of the President's program. Here, I want to do two things quite briefly: First, to explain its rationale, and second, to outline some of its key elements.

Rationale. To explain its rationale, I can think of no better point of departure than the President's Rutgers speech of two weeks ago. He said on that occasion that today, Americans "face profound challenges in meeting the needs that have been neglected for too long in this country. From city streets plagued by drugs and crime, to classrooms where girls and boys must learn the skills they need for tomorrow, to hospital wards where patients need more care. All across America, we have problems that demand our common attention. For those who answer the call and meet these challenges. . . . I propose that our country honor their service with new opportunities for education. National service will be America at its best. Building community, offering opportunity, and rewarding responsibility."

These three points — "opportunity," "responsibility," "community" — are key things not just of the Clinton national service program but of the overall Clinton administration. Let me expand on them very briefly.

By "opportunity," the President means not a guaranteed outcome but, rather, a fair chance to create a better life for oneself, one's family, and one's community. By "responsibility," the President means not just the exercise of our rights but the consciousness of the moral principles that must guide us as we do exercise those rights. And he also means by "responsibility" that we cannot just be passive takers, we must be active makers of our own destiny and that of our society.

And by "community," he means the simple idea that we are all connected, that we will rise or fall together, that by working together we can create a whole, a better America that is even greater than the sum of its magnificent parts.

At its base is the idea of a common citizenship. And here I refer to the well-known but, I think, vital point that the United States is a special kind of community, held together not by ethnicity, not by religious particularism, but rather by shared principles of citizenship and of public life. And at the deepest level, the President's program of national service seeks to revitalize and renew our citizenship through shared common experiences that bring together individuals from every walk of life, across lines of religion and ethnicity and race and age, in a common project of citizenship to renew and rebuild our country.

Program details. So much for the rationale. Let me turn even more briefly to some programmatic details, and here I will respond directly to a couple of the questions that our moderator has put before us.

National service is one of the President's top legislative priorities. It

is not something for 1994 or 1995 or 1996. It is something for 1993. The President wants this to happen sooner rather than later, and he has directed all of us who were involved in the formulation of the policy to put the policy process on the fastest possible track that is consistent with sound, prudent, and passable legislation.

Despite the extraordinary fiscal stringency the President inherited, which put him and his administration on a fiscal forced-march during their first month, he has succeeded in setting aside a significant amount of money over the next four years — indeed, more than $7 billion — in order to launch his program of national service. It will start small in the summer of 1993 and in fiscal year 1994. But if all goes well, it will rise to a program of $3 billion or even more by 1997 and the latter years of the 1990s.

As I said, the legislation is still under development, and many details remain to be worked out. But a few things are already tolerably clear. Let me share them with you.

The purpose of the bill will be to dramatically expand opportunities to serve and, simultaneously, to increase access to affordable higher education and advanced training. The general strategy — and this builds on and redeems the promise that the President made during the campaign — will be to provide a number of full-time national service slots, that is, opportunities for full-year, full-time service, combined with important changes in the structure of student loan finance.

These national service slots will be available to individuals *before* postsecondary education and advanced training, as well as *after* the completion of higher education and advanced training. And there also will be opportunities to serve *during* college or advanced training. Service will take place in a number of different ways: in youth corps, in specialized service corps, and in individual placements, among others.

The benefits, so to speak, of service — that is, the standard model, although there may be deviations from it for particular pieces of the legislation — will involve something like a minimum wage stipend during the period of full-year, full-time service, other benefits such as health and child care, if needed, and a substantial post-service benefit, the precise size of which has yet to be determined.

The number of full-year, full-time slots will depend on the design of the program. I think it is fair to say that by 1997 there will be at least 100,000 slots and quite possibly substantially more, depending on details of programmatic design.

The program will begin with a Summer of Service. In the summer of this year, there is a requested appropriation of $15 million in the President's stimulus package for this phase. The Summer of Service would involve in excess of 1,000 young people working together to address the unmet needs of at-risk children. They would be concentrated in a small number of sites, probably fewer than ten. In addition to their service, they would be engaged in active leadership training for the future.

"The President wants this to happen sooner rather than later."

I'm going to leave the details of the higher education finance reforms to my colleague Maureen McLaughlin. Let me just say that those reforms will honor and move forward the commitments that the President made during the campaign to preserve and strengthen the Pell Grant program, to institute a broadly available option of income-contingent repayments of college loans, and to move toward some version of a lending system that would save taxpayers money by substituting public capital for private capital for student loans.

A Social Transformation

In conclusion, let me talk about a few things that the Clinton vision of national service is *not*. It is not a partisan issue. When the President talks about "national service," he means just that — not Democratic service, not Republican service, but national service. I think that the brief history I presented a few minutes ago demonstrates not only how deep but also how broad the support for national service is, extending across all party lines and partisan and ideological divisions in our society.

Nor is the President's program of national service going to be a traditional federal government program, along the lines of the New Deal or the Great Society. It will not substitute federal programs for national or state innovations of the sort that I have talked about. Instead, it will build on those national and state innovations and try to weave them into an overall program. The President's national service program will attempt to minimize bureaucracy. It is intended to be a model for what the President has talked about so often, namely, the task of reinventing government at every level.

Finally, the President's national service program will not be government-centered. It will recognize the critical role of the independent sector of educational institutions, of what social theorists have come to call "civil society," a classically American understanding of how to make progress that was so memorably formulated for us by Alexis de Tocqueville in his masterpiece *Democracy in America*.

A wise man once said that in our social as well as our scientific endeavors, we never create energy, we only release it. That, it seems to me, is the fundamental purpose and promise of the President's national service program — to release the pent up compassion, concern, and idealism of all Americans and especially of young Americans. To harness their desire for meaning and connection and community, harness them to deeds that promote the common good.

If we do our work well, we can hope to spark a true social transformation in this country, for, as the President has rightly said, "National service is nothing less than the American way to change America." Thank you very much. ■

Note

This article was adapted from a presentation made at AAHE's 1993 National Conference on Higher Education, March 14-17, 1993, in Washington, D.C. An audiotape of that plenary session, which also included a panel discussion among Galston, Alison Bernstein, Daniel Yankelovich, Susan Stroud, and Maureen McLaughlin, is available from Mobiltape, Inc., for $8.50. Order by calling 1/800/369-5718.

BEHIND THE SCENES
OF THE PRESIDENT'S NATIONAL SERVICE INITIATIVE

A conversation with Susan Stroud

by Russ Edgerton

— Photographs by Frederick Reiter

On February 8, 1993, AAHE member Susan Stroud, director of the Swearer Center for Public Service and director of Campus Compact, based at Brown University, took leave to become senior advisor to Eli Segal, director of the White House Office of National Service. AAHE President Russ Edgerton caught up with Stroud on a hectic Monday afternoon in Washington, about two weeks before President Clinton is expected to submit to Congress legislation proposing the creation of a National Service Program. —Eds.

EDGERTON: Remind me, Susan, how long have you been directing Campus Compact?

STROUD: Since 1985, when we had the idea that a group of presidents *working together* could make a significant difference in terms of encouraging public service on college campuses.

EDGERTON: How did you get from Brown University to the White House?

STROUD: I had just returned from a semester's leave of absence to work in South Africa when I got a call from Shirley Sagawa and then Melanne Verveer. Shirley works on the Domestic Policy Council and Melanne is the First Lady's deputy chief of staff. They asked me if I would be interested in working with Eli Segal, who had just been appointed by the President to direct the Office of National Service. Eli called and I went down for a visit.

All this came about because, prior to my going to South Africa in July, Melanne, Shirley, and I had worked together during the campaign on the national service idea. We realized early on in the campaign that the President's speeches on national service were getting a very positive response and that the public and press would soon want more details about the program. So there was a need to put some more meat on the bones, and we all worked together on that.

EDGERTON: So here we are, having fled your office in the Old Executive Office Building where so many people are madly running around that there's no quiet place for us to sit. What does being a senior advisor to the director of national service mean?

STROUD: There are actually only six people on the payroll; I'm here with the generous support of two foundations. We're all doing a lot of different things; I'm working on a number of teams, as most of us are. One is a policy team. Another is a "public liaison/outreach" team, which means I'm working as a liaison with the higher ed community, with the foundation community, with community service groups, and with reli-

gious groups.

EDGERTON: Well, let's get to the meat you've put on the bones. In a National Conference presentation excerpted in this *Bulletin*, Bill Galston says that the President's "genius" was to take two important ideas — the long-standing idea of national service and the need for financing access to college — and put them together. Do you agree that it's the combination of these two ideas that is what's really innovative?

STROUD: I think that's right. National service is not a new idea. Financing higher education, as your AAHE members know as well as anybody, has become a *major* concern in the public's mind. Marrying these two things was the President's particular genius.

EDGERTON: Your other boss, Frank Newman, president of the Education Commission of the States, has been beating the drums for this linkage for a long time.

STROUD: I was kidding Frank the other day about how prescient he was on this. In his 1985 book for the Carnegie Foundation for the Advancement of Teaching, *Higher Education and the American Resurgence*, he wrote several chapters on this idea.

EDGERTON: I'll go you one better. Twenty years ago, as a follow up to 1971's infamous *Newman Report* on higher education, he wrote an article called "A G.I. Bill for Community Service."

STROUD: I didn't know that, though I'm not surprised. It was wonderful to have Frank in to meet with Eli a few weeks ago. Frank was doing his usual tutorial . . . jumping up, pacing around the office, using the wall as a blackboard, trying to explain to Eli exactly how all this should work. It was perfect.

EDGERTON: But isn't there some tension built into this marriage of national service and higher education?

STROUD: I think there are tensions around the financing issue. People are very concerned about the level of funding for campus-based programs and the Pell Grant program, and what the administration's commitment to those programs is going to be. These programs, of course, have been the bedrock of our thinking about need-based aid since the 1960s.

The President is still very much committed to those programs. But our national service initiative is not going to be a means-tested program. So the tension comes from the need to continue to support the neediest of our students and at the same time have a widely accessible national service program for people from all income backgrounds.

EDGERTON: Isn't there also tension not only about who participates but about what kind of service will be considered worthy of triggering eligibility for benefits? I'm thinking of a question that Alison Bernstein asked Bill Galston at that recent National Conference session.

Some of our previous models, like the Civilian Conservation Corps, sent only males out to work in the forest. There are gender and class issues to work through about the kind of work we are talking about, aren't there?

STROUD: You're right, there are several questions we are still discussing. One is the question of who will be able to participate. During the campaign, the President talked about a student borrowing money directly from the government — from a new entity called the National Service Trust. Students would go to college and then, after college, they would pay off the money they had borrowed from the National Service Trust by doing one or two years of national service in their community.

During the transition, and then since January 20, the issue has evolved and broadened so that now the President is committed to including participants who will be eligible *before* college and *during* college as well as after college. The before-college group includes young people who might not go to college at all. So we've come up with four categories of eligible participants, whereas the President first talked about only one.

The President also thought about the program as basically for *young*

About Campus Compact

Campus Compact, a national coalition of college and university presidents, was founded in 1985 to expand opportunities for public and community service in higher education and to advocate the importance of civic responsibility in student learning. Today, Campus Compact acts with the collective leadership of more than 360 member presidents from public and private, two- and four-year, and rural and urban institutions.

In addition, the Campus Compact network includes eleven state compacts (California, Colorado, Florida, Illinois, Indiana, Michigan, Ohio, Pennsylvania, Rhode Island, Washington, West Virginia); a center for community colleges (housed at Mesa Community College); and a center for historically black colleges and universities (housed at Spelman College).

Among the Compact's ongoing projects are:

- *Campus Partners in Learning*, established to develop model mentoring programs on member campuses, disseminate information to establish more campus-based mentoring programs, and support four new regional mentoring resource centers; and
- *Integrating Service and Academic Study*, a faculty program designed to train faculty in pedagogies of service-learning and to assist them in developing institutional strategies that promote the integration of community service and academic study.

Members of the Compact also support national efforts to influence public opinion and shape public policy regarding community service and higher education.

The Compact has two recent publications:

- *National Members' Survey and Resource Guide* provides descriptions and contacts for various community and public service programs on campuses nationwide.
- *State Compacts for Community Compact: A Guide to Establishing Statewide Coalitions of College and University Presidents* serves as a how-to for developing a state compact in your own state.

For more information about Campus Compact, write to: Campus Compact, Box 1975, Brown University, Providence, RI 02912.

people. In our thinking, at the moment, in appreciation for the demographics of who's going to college these days, we're not intending to put an age limit on participation.

We've also built into the financial aid system an option for students to repay their loans as a percentage of their income, rather than a fixed amount. This should provide more flexibility in the system and allow many more students who would like to work in lower-paying public service positions to do so without the burden of large loan repayments. This was the President's campaign promise.

EDGERTON: And the work piece?

STROUD: That's the second question. We have to think through a whole range of tasks that are identified as priorities, either by the local community or as national priorities identified by the president. The priorities President Clinton talks about consistently are public safety, education, the environment, and health. Those are the national priorities that we expect will be reflected in the legislation.

EDGERTON: To shift to another topic, how would you like our members back in the colleges and universities to think about what you are about to propose? I ask the question because my colleagues in the association world do tend to view your initiative through the lens of what will happen to the federal revenue streams going into student aid. Isn't the idea of national service a lot larger than that? I, for one, would hate to see the reception turn solely on the politics of protecting various pots of student aid funds.

STROUD: National service certainly is a larger idea than just financing. And you're right. As we begin to reach out and talk to higher education representatives about the proposal, people immediately get involved in doing the math.

In the President's mind, and certainly in Eli Segal's, national service is a much bigger issue. If people would read the address the President gave at Rutgers University on national service, they would see this larger vision.

"The higher education community is right to be nervous about the financing. But I do hope they also see that no matter how much money there is, national service can only be that much bigger if it's done in partnership with *all kinds* of institutions in society. That includes colleges and universities, but also schools, churches, nonprofit organizations."

The higher education community is right to be nervous about the financing. But I do hope they also see that no matter what the federal government does, no matter how much money there is (and the President's budgetary commitment is significant — $7.4 billion over the next four fiscal years, FY 94-97), national service can only be that much bigger if it's done in partnership with *all kinds* of institutions in society. That includes colleges and universities, but also schools, churches, nonprofit organizations . . . it really has to be a partnership.

We've been discussing the idea of issuing a series of challenges, one of these being to colleges and universities — challenges about what institutions can do to encourage rights *and* responsibilities.

EDGERTON: Like what?

STROUD: Lots of things. The Campus Compact presidents have already taken on several important initiatives. The big issue in Campus Compact now is how the work that the students are doing in the community relates to what they're learning in the classroom. How can those important intellectual and emotional aspects of their education be joined in some way that creates a whole that's larger than the sum of its parts?

Look at what all the colleges are doing with their own resources — fellowship programs . . . postgraduate fellowship programs, summer fellowship programs — that enable students to work in the community when they otherwise couldn't afford to do so. And there are awards programs that give recognition to service. Admissions policies that consider previous experience in community service, genuine partnership programs with community organizations to improve the lives of people in those communities. . . .

EDGERTON: Last question. What do you say to our colleagues who would like to get involved and be of help? Would you tell them to focus on their local communities? Lobby for the President's legislation? All of the above? Or what?

STROUD: All of the above. There's probably not a community in the country where you couldn't find some kind of service program going on that you could use as a base for building a much larger, more significant effort. And there are other communities to look to that provide leadership. So I would try to identify the best efforts that are under way and try to learn from those.

I'm prohibited by law from asking people to lobby for our bill. But I certainly hope AAHE members will track it and make their opinions known.

EDGERTON: Susan, this has been terrific. Any parting shots?

STROUD: Only to say how great AAHE has been. You've been with the national service issue from the early 1980s, when we first had the idea that we could marshall some real interest in it at a national level. You've been a wonderful home for Campus Compact folks. We thank you.

EDGERTON: No, Susan, you're the one who since the early 1980s has put all those AAHE sessions together and moved Campus Compact agendas forward on the national scene. Thank you! ■

From the 1993 National Conference

Swearer Award Winners Honored

Each year, Campus Compact honors five students with the Howard R. Swearer Student Humanitarian Award for their dedication and commitment to community service. The award is named in honor of Howard R. Swearer, fifteenth president of Brown University and a founder of Campus Compact (see the box on page 7). Throughout his academic career, Swearer promoted the active involvement of colleges and universities in their surrounding communities. Each award winner receives $1,500 to further his or her humanitarian work.

Each of the more than 360 member presidents of Campus Compact is invited to nominate one student who has demonstrated a commitment to civic responsibility and public service. This year's Swearer Award recipients were honored at a breakfast at AAHE's National Conference, in Washington:

The students plan to use their awards to further the community programs they have developed. Congratulations to all the winners! ■

Photography by Michael Milkovich

Left to right: **Rebecca Manchester,** Colorado College; **Nicole Rolbin,** Brown University; **Russel Gray,** Morehouse College; **Juliet Arambulo,** University of Vermont; and **Jennifer Morrison,** University of South Carolina.

Rebecca Manchester organized the Colorado College Community Kitchen as a freshman; the program now serves more than 100 meals each Sunday to the community's homeless. Rebecca coordinates volunteers, plans food preparation and delivery, and oversees the operation of the soup kitchen.

> *"When you're running a program like this, you have a greater sense of responsibility. You're thinking about your peers, . . . the community, . . . the university. That burden of commitment . . . makes for a better learning experience."*

Nicole Heather Rolbin, a student at Brown University, combines her respect for the environment with her talent for teaching. For two summers, she has coordinated an organic garden and environmental education program for more than 100 inner-city youths. She also has organized a year-long environmental education program at a local elementary school.

> *"You have to . . . define the role of the . . . university system. Is it just a place where people go [to] get knowledge, . . . or is it a social institution that helps not only the students in it but everyone?"*

George Russel Gray is president and cofounder of the Morehouse Mentoring Program, which fosters one-on-one relationships between college students and boys living in the housing complexes near campus. Mentors act as big brothers, role models, and confidants.

> *"I think all men and all women need to be involved in community service. . . . It's just a matter of people . . . getting out in the field and doing something."*

Juliet P. Arambulo, coordinator of the University of Vermont's Food Salvage Program, canvasses area restaurants for weekly food donations, organizes local student and church groups to prepare and serve meals, and plans special programs to educate the community about issues of hunger. The program has evolved from simply distributing surplus food to providing a weekly meal on a day when no other meals are available.

> *"It's only by the reinforcement of what you learn in theory that you can actually put it all together. . . . It has to be service and learning, on both ends."*

Jennifer Lynn Morrison, a student at the University of South Carolina, has initiated and coordinated numerous literacy programs addressing adult, child, and inmate literacy. She also has worked with USC's Campus Coalition for Literacy, the South Carolina Literacy Association, and the New Reader Leadership Council.

> *"When I wake up in the morning, sometimes I think, 'I don't want to go to class.' But when you're involved in a project that you have defined yourself, when you are responsible for doing a training program or getting eighteen volunteers to a site, you have to go. If students define their own projects, that gives them a real investment in what they're doing."*

AAHE'S NEW AGENDA ON SCHOOL/COLLEGE COLLABORATION

Over the past twenty-five years, colleges and universities have become increasingly involved in partnerships with the public schools. "First wave" partnerships, which date back to the late 1960s, focus primarily on minority students and the schools they attend; the aim of these initiatives is to increase the number of minority students entering colleges and universities. "Second wave" partnerships, launched after the 1983 release of *A Nation at Risk*, focus primarily on teachers; their aim is to improve teaching. Such was the context for AAHE's school/college work.

AAHE has been at the forefront of the effort to encourage partnerships between schools and colleges. Our programmatic efforts date to 1988, when AAHE took up a project aimed at helping teachers at both levels create "Academic Alliances." Later, AAHE created an Office of School/College Collaboration, to sponsor an annual conference on the topic and provide publications and other assistance to anyone wishing to start or improve collaborative programs.

Eighteen months ago, though, we decided to change our approach. In this article, AAHE staff tell where we are headed — and why.

Defining the Problem

When asked about cooperation with schools, most college presidents point with some pride to a long list of partnership programs with nearby schools. Typically, these initiatives run the gamut, from programs aimed at increasing the number of minority students prepared for college to programs that keep school teachers apprised of developments in their disciplines. Almost every large campus in the country now boasts numerous engagements with the schools; many touch hundreds of students and teachers each year.

AAHE staff tell where we are headed — and why.

Despite all this activity, the perception persists that higher education is "sitting on the sidelines" in the current school reform effort. Governors and business leaders have been especially harsh in their attacks, but animosity is growing within K-12, as well. In fact, at meetings where K-12 leaders gather with political and business leaders to chart the course of reform, it has become almost a ritual to ask, "Where the hell is higher education?"

Why such a mismatch in perceptions? We think there are at least three reasons.

First, although individual colleges and universities have mounted many programs of involvement with the schools, higher education as a whole has played little or no role in reform policy discussions to date — even on issues where it has a clear stake and much to add, such as on the content of new national standards. While some individual faculty and staff members are engaged with the schools, institution-wide commitment is lacking, as is collective action by institution leaders. This absence is all the more noticeable because of the energetic presence in the reform movement of leaders from business and government.

Second, although higher education offers a great deal to schools, there is often a mismatch between what is offered and what schools need. Today's school teachers and administrators are caught in an increasingly tight vise between policymakers, who press them for ever better results, and students, who have ever more complex needs. These professionals say they need help as they've never needed it before — and that higher education has a virtual monopoly on many of the resources they need, including physicists to help with the physics curriculum, geographers to help prepare teachers to teach geography, and education researchers to help them weigh alternative instructional approaches. But when they turn to higher education, they find a series of small, unconnected programs, offered hit-and-miss, that aren't easily accessible, especially to professionals in the most troubled schools. And the research, some teachers claim, too often doesn't address the real questions they face.

Finally, it is becoming increasingly apparent to those who are looking ahead of the K-12 reform curve that all of their efforts will not make much of a difference unless higher education changes the way it does business. Like it or not, education really

AAHE's School/College Staff

As AAHE's involvement in school/college collaboration efforts has expanded, so too has its staff. That staff currently consists of the following: **Kati Haycock, Kristy Bonanno, Nevin Brown, Sarita Brown, Sonya Palmore, Stephanie Robinson, Paul Ruiz, Carol Stoel,** and **Wendy Togneri.**

To connect with AAHE's programs on education reform and school/college collaboration, or for more information about any of the specific programs described here, contact Kati Haycock, at AAHE.

is "all one system," with countless interdependencies. Many believe, for example, that new national standards and assessments at the school level won't make a difference unless colleges use the results in their admissions process. Others maintain that the curricular reforms into which so much energy has been poured will implode without teachers who are much better prepared than the ones higher education currently is producing. Reformers believe they have nowhere to turn on these matters but to higher education, and they grow frustrated.

Thinking Differently About School/College Connections

If this gulf — between systems and between colleagues — is not bridged, the danger is great that the current reform effort will unravel before making any headway on the serious underachievement problems of American students, especially minority and poor students. There is also the real possibility that the anger and frustration felt by governors, business leaders, and K-12 educators will further undermine public confidence in institutions of higher education.

To make a serious contribution to the current reform effort, higher education will have to think differently about its connections in the schools. Unlike its most recent engagements with K-12, any new collaborative efforts must be rooted in a different set of understandings:

- That just as the business community realized its adopt-a-school programs were insufficient to bring about significant change, higher education must recognize its "partnership" programs with local schools — however energetic — are simply not enough. What's needed is teamwork among a broader set of partners toward more systemic reforms.
- That no matter how hard reform-minded leaders try, it is impossible to bring about significant change in elementary and secondary education without changes in the way higher education does business — including how it prepares teachers, admits students, and organizes its services to schools.
- That although much has been written about the high international standing of the American system of higher education compared with the relatively low standing of our K-12 system, *both* systems need improvement. If K-12 and higher educators work together, they can learn much from one another about enhancing student learning.

A new effort, organized around these three core ideas, could indeed lead education reform in more promising directions. But how to move from ad hoc programs to systemic strategies? What changes must higher education make inside its own house? What can be learned from K-12? How to even begin to think about all of this?

Despite all this activity, the perception persists that higher education is "sitting on the sidelines" in the current school reform effort. Governors and business leaders have been especially harsh in their attacks, but animosity is growing within K-12, as well.

Moving Forward at the Local Level

Over the past year, AAHE staff have worked closely with college and school district leaders in ten different communities who are trying to fashion their own answers to these questions. In collaboration with AAHE, the Pew Charitable Trusts are supporting a "Community Compacts for Student Success" initiative to help local leaders move beyond special programs in order to create more comprehensive reform strategies, spanning at least grades 7 through 14. The goal? To increase the number of minority and poor students in each community who are prepared to attend and who succeed in college.

While the transition from thinking in programmatic boxes to thinking in terms of system-wide change has proven very difficult, we are inspired by the energy and good thinking unleashed by the leaders in these ten Community Compacts as they strive to devise more effective change strategies. So inspired, in fact, that AAHE has decided to launch a much broader effort to encourage and assist local college, school district, and community leaders to come together to devise strategies to make their systems work better for students. These initiatives will be known as councils for student achievement.

What is such a council, and what will it do? Quite simply, a council for student achievement is a vehicle to pull together disparate reform impulses — kindergarten through college — into a more coherent whole. Composed of college presidents, school superintendents, and business and community leaders in a given city, each council will commit itself to working as a team over time to:

- analyze student achievement patterns, pre-K through postgraduate;
- develop a comprehensive, systemic change plan to improve student outcomes; and
- report to the public annually on student achievement patterns, what is being done to improve them, and what parents and others can do to help.

AAHE took the first step on this initiative in January 1993, when we convened in St. Louis a small group of college presidents with a history of involvement with schools to help us hone our ideas and devise an action plan. Thanks to generous support from Lilly Endowment Inc., and the Pew Charitable Trusts, we'll be able to take the second step this coming summer, when — together with our St. Louis group — we will invite a much larger group of college leaders to come to Washington (June 29-30, 1993) to help launch the initiative. The catch? To participate, each president will have to bring along the superintendent of the local school district and, we hope, a business or community leader. (Contact one of the AAHE staff listed to learn how your community can become involved in that June convening.)

Moving Forward at the National Level

The challenge to these local councils for student achievement will be to build a bottom-up reform strategy in their community. But there are some issues that transcend local boundaries. Thus, to provide aggres-

sive national leadership in the effort to join higher education and K-12 in a mutual effort to improve student learning, AAHE also will be creating a national council composed of higher education and K-12 leaders. This group will:

- promote the establishment of local councils for student achievement;
- provide a regular forum for dialogue, joint exploration of important issues, and joint planning between leaders from K-12 and higher education;
- provide a home for research or action projects of mutual interest;
- speak out on key policy issues; and
- otherwise provide leadership in the effort to improve American education, pre-K through postgraduate.

Over time, the national council might tackle any number of issues of mutual interest to K-12 and higher education, including issues specific to education, as well as those related to the general well-being of young people. At the direction of the national council, AAHE staff will prepare issue analyses; commission papers; invite in outside advisors; and otherwise help the council's members explore and, where appropriate, speak out on important matters. The products of such a council would range from think pieces that would help local school or higher education leaders weigh available options, to more formal position papers and legislative testimony.

Key Tasks for Local or National Action

What are the key tasks for councils, local or national? Based on our experience with the ten Compact communities, we can identify at least four:

Task One: Analyzing and Using Data. While most communities *produce* reams of data on student achievement at both the K-12 and college levels, rarely do the leaders in those communities *use* the data to help bring about — or to refocus — change efforts. That's unfortunate, because data — properly used — can be a powerful lever for change:

- data, *properly displayed*, are more effective than almost anything else in mobilizing community concern and action;
- data, *properly analyzed*, help to focus attention and action on real, rather than imagined, problems;
- data, *properly reported*, are essential in monitoring the effects of various interventions and in attaining internal and public accountability.

The first task, then, for the councils for student achievement will be to pull together available data on what happens to the local young people on their journey from pre-kindergarten up through the grades and into college — who achieves at what levels, what else is going on in children's lives, who drops out, who takes college-prep courses, who leaves college and why. By analyzing patterns for different groups of students, and by sharing these data widely and probing for explanations, the councils will begin to establish a foundation for developing a broad-based change strategy.

It is becoming increasingly apparent to those who are looking ahead of the K-12 reform curve that all of their efforts will not make much of a difference unless higher education changes the way it does business. Like it or not, education really is "all one system," with countless interdependencies.

Task Two: Setting Clear Expectations and Developing Assessment Strategies. Within K-12, agreement is widespread on the need to more clearly specify the knowledge and skills that students should master by particular milestones, and to develop new, more "authentic" methods to assess student performance, including portfolios of student work. Indeed, at the national level, groups of teachers and faculty members are hard at work developing national standards within each of the major disciplines. Within higher education, there is also movement toward new forms of assessment and greater clarity about desired student outcomes.

There are compelling reasons to draw these efforts together. Students, for example, clearly would benefit from receiving consistent signals from both levels about what knowledge is important and how it will be measured. Policymakers, too, yearn for a clearer understanding of the outcomes that the education community values. Yet, there are few ties between these quite parallel efforts. Moreover, few ties exist between the *national* standard-setting efforts and *local* efforts to improve teaching and learning. That is particularly unfortunate because the one lesson to take away from past reform efforts is that substantial progress is more likely if goals are agreed upon in advance.

Local councils for student achievement can be the vehicle for communities to wrestle with choices about what they want local young people to learn. The councils can establish committees where faculty members from both levels, together with community representatives, develop clear statements of goals for student learning — incorporating national standards, but also going beyond. These bodies also can design assessment strategies. Over time, then, the outcome statements and new assessments can replace current credit-hour or "seat-time" standards.

Task Three: Designing Support Systems for Teachers and Schools. Most states and school districts are moving rapidly to decentralize authority to the building level. The idea is to give teachers and schools responsibility for deciding how to help students reach newly defined outcome goals. In effect, schools will have flexibility more like that historically granted to professors and to colleges; at both levels, though, professionals now will be clearly accountable for results.

At the K-12 level, teachers — and principals and counselors, too — will need considerable support to make this transition successfully. Many teachers, for example, will not themselves meet the new standards for student achievement; they will need help in deepening their subject-matter knowledge. Other teachers might adequately know their disciplines but be unprepared to engage diverse groups of students effectively in the subject; they will need support to learn new instructional strategies. Principals, teachers, counselors, and parent leaders also will need help

in responding to the challenge of site-based decision making.

Higher education faculty also will need help in improving teaching and learning. That faculty be at their best is important to the effort to improve student outcomes, but also because higher education faculty serve as powerful models to future teachers. Future teachers learn to teach not just in education classes but by observing their professors of mathematics, biology, English.

This means that at the very least, local councils for student achievement will need to:

- assure that the teachers produced by participating postsecondary institutions themselves meet the highest standards for student performance — and know their subjects deeply enough to teach them successfully to all learners;
- design support systems — including informal Academic Alliances, more formal discipline-based institutes, and/or centers for teaching and learning — of sufficient size and scope to enable both school and higher education faculty to explore better ways to communicate and assess core ideas in their fields — and, where necessary, to deepen their knowledge of the subjects they teach.

Task Four: Improving Incentive Systems. Agreement is widespread that current reward systems don't always send the right messages. In higher education, there is a sense that research is overemphasized to the near exclusion of other forms of scholarship such as teaching and professional service. In K-12, reward structures are even more perverse: Schools that serve poor children, for example, can actually *lose* money if they improve student achievement.

Councils for student achievement can create forums for considering changes in reward systems. What changes might help to encourage professionals in new directions? What do we know from other fields about the *kinds* of rewards that work?

Another important role for the councils will be to grapple — honestly — with the question of consequences for students. While higher education might not yet be thinking along such lines, many powerful political and education leaders believe that the new national standards and outcomes-based graduation requirements *must* become the basis for college admissions or they will not have the desired effect on student academic effort.

That belief raises important substantive issues, at both the local and national levels. Should, then, higher education institutions deny admission to students who do not meet the new standards? Should a condition be set that such high-stakes usage of the standards will be allowed only if students have been provided adequate or equal opportunity to learn? It also raises procedural issues: How can colleges evaluate student portfolios? Is higher education ready to recast admissions requirements in outcomes terms? Does this mean abandoning traditional measures such as the SAT/ACT battery?

AAHE has decided to launch a much broader effort to encourage and assist local college, school district, and community leaders to come together to devise strategies to make their systems work better for students. These initiatives will be known as councils for student achievement.

AAHE's Role

If America is to move ahead as a nation, it needs vehicles for K-12 and higher educators to engage these questions — and one another. AAHE thinks that local councils for student achievement can become such a vehicle, and we will work to help local leaders establish them. The focus will be especially on communities with large concentrations of poor or minority children — not because systemic change is unnecessary elsewhere, but because change is more urgent there, and ties are close to our work on Chapter 1 (described in the March 1993 *Bulletin*).

Does this mean that AAHE will abandon its work with educators who are engaged in more limited forms of partnerships? Absolutely not. Such partnerships are often still the best response to a particular set of problems or circumstances, and they remain a source of knowledge to be applied more broadly in the search to change the way whole systems do business. Perhaps more important, nobody is completely sure that the systemic change strategies we have outlined will actually work. But that shouldn't deter us. Indeed, not trying them would be irresponsible to the many students who will never benefit from the smaller-scale, more specific programs, programs that remain nonetheless a critical source of support for students and teachers.

AAHE will continue to serve these limited partnership programs as well as our broader new constituencies through:

- AAHE's annual National Conference on School/College Collaboration;
- periodic newsletters and other publications on joint school/college initiatives; and
- other forms of advice and assistance for leaders in school/college collaboratives.

Getting involved. How can you get involved in AAHE's new work? Here are some immediate ways:

- Encourage your president, chancellor, or provost to organize a team to participate in AAHE's meeting in Washington, D.C., June 29-30, 1993, to launch our councils for student achievement.
- Plan to attend and participate in AAHE's 1993 National Conference on School/College Collaboration, to take place December 5-8, in Pittsburgh. The program will focus particularly on the professional development of teachers and the capacity-building of schools; it also will provide opportunities for further training of community teams in the implementation of local councils for student achievement. The conference Call for Proposals is an insert in this issue. Watch future issues of the *Bulletin* for other conference information.
- Write or call us with your ideas, questions, and responses regarding our new direction as well as our continued work on Community Compacts for Student Success, the independent Commission on Chapter 1, and our various publications.

We look forward to hearing from you! ■

INTRODUCING FACULTY PORTFOLIOS

Early Lessons From CUNY York College

by Pat Hutchings

If you wanted to eat cake you were in trouble. There was no getting close to the refreshment table, as the ribbon was cut and 120 faculty, students, staff, and administrators tumbled into the new Faculty Resource Center at the City University of New York's York College this past January 19. But if you wanted to get an up-close view of how York faculty worked with students, the Center was the place to be. On display were a dozen "professional portfolios" by York faculty, rich with materials, reflections, and work samples, all laid out for public browsing and review, their authors nearby to answer questions and talk with colleagues about their experiences compiling the portfolios.

That portfolio display was just one episode in the still unfolding story of the introduction of portfolios at York. It's an experiment, which began a year and a half ago, that the college has generously let me watch and learn from in periodic visits to its Long Island campus. What follows here is my version of how the experiment has proceeded, why, to what effect, and with what conclusions thus far.

A Vision From the Top

The story of portfolios at York begins in January 1992. In her first State of the College address, new president Josephine Davis spoke to the York community about her vision of the institution. Said President Davis, "We need to define more clearly who we are and to communicate more clearly to the public the exceptional work that we do." That work, she went on, was educating York's 6,600 students for the twenty-first century and meeting the workforce needs of the neighboring urban community. Toward that end, a "wider range of faculty work and roles" would need to be recognized, worked at, documented, evaluated, and rewarded.

A key step in that direction was taken that very afternoon, as eighty faculty and staff assembled for a workshop on teaching portfolios (or, as they came to be known, "professional portfolios"), one of the tools President Davis was proposing — and would later authorize — to help accomplish the changes she had laid out in her morning address. Brought in as a consultant, my role in the workshop was to talk about the growing interest in and use of portfolios on other campuses; Peter Gray, director of evaluation and research at Syracuse University, then told the story of portfolio use on his own campus: what faculty put into them, how criteria for good teaching were formulated, and where portfolios fit into a larger teaching-improvement and evaluation process.

But the most important part of the afternoon, I think Peter would agree, was the discussion among audience members — about how these things called portfolios might work at York College, whether they would make any difference, the risks entailed in "going public" about one's teaching. . . . Peter and I heard lots of questions that afternoon, and not a little skepticism, but we also heard a good deal of hope. As one faculty member told me later, the nature

Pat Hutchings is director of the AAHE Teaching Initiative, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

AAHE and the Teaching Portfolio

A carefully assembled collection of "work samples" and reflective comment, the teaching portfolio has emerged as an effective vehicle for faculty to document what they know and do as teachers, while also prompting individual reflection and improvement. On a growing number of campuses, faculty are developing portfolios and using them to share what they do with colleagues.

Since April 1990, AAHE has explored the uses of the teaching portfolio under the auspices of The Teaching Initiative, a special program established with a gift from Allen Jossey-Bass. The aim of The Teaching Initiative is to promote a "community of teaching" by fostering an ongoing discussion of questions about teaching and learning.

As part of this attempt, The Teaching Initiative has produced two books about portfolios and their use. *The Teaching Portfolio: Capturing the Scholarship in Teaching* (published in 1991) provides a conceptual framework for portfolio use and addresses a number of practical questions: What should a teaching portfolio include? Who should maintain it? How might it be used to improve teaching? To evaluate faculty? The monograph suggests one portfolio model and includes sample entries by faculty from various disciplines and settings.

Its companion piece (published in March 1993), *Campus Use of the Teaching Portfolio: 25 Profiles*, provides detailed but concise accounts of what twenty-five campuses **(including CUNY York College)** are doing with and learning about portfolios. In addition to addressing such questions as purpose, scope of use, contents, evaluation, and impact, some profiles also include sample materials, e.g., guidelines for developing a portfolio, checklists used for evaluating them.

Next steps: AAHE would like to hear from campuses that are currently using portfolios or are considering incorporating them.

For more information, contact Erin Anderson, Project Assistant, AAHE Teaching Initiative, at AAHE.

of faculty work at York had changed considerably over the years: Lectures had given way to new and more involving pedagogies that took time to master; the crucial role of faculty in advising had become clearer; and more time went to relationship building with the surrounding community.

The portfolio, then, was seen as the solution to a problem — the very problem that President Davis had implied in her morning remarks: that the existing reward structure had not recognized a full enough range of faculty work. It had overlooked (many would say) much of the work that was most essential to the education of York students — teaching.

Maintaining Momentum

It's one thing to have a good workshop, quite another to follow it up with real change. To do so was the job of the acting associate dean for academic affairs, Daisy Cocco De Filippis, and it's hard to imagine a better person for the job. Unassuming but mightily determined, Daisy spent the several months following that January 1992 workshop collecting resources, passing information to faculty, nudging the conversation along, and, importantly, recruiting five faculty from different disciplines to pioneer the portfolio concept.

Stuart Dick (psychology), Elayne Feldstein (English), Frances Peterson (social work), Howard Ruttenburg (philosophy), and Jack Schlein (biology) were, all five of them, highly respected senior faculty with reputations for good teaching. With the exception of Stuart Dick, a full professor, all were also long-time associate professors who would find the portfolio not only an engaging professional experience but a practical benefit as they put themselves forward for promotion.

In May 1992, I spent a day meeting with this group of faculty. Their task was to agree upon a set of entries that might comprise a York portfolio, then divvy up the job of producing a prototype for each entry to share with a larger group of colleagues in a workshop three weeks later. After a couple false starts, the ideas began popping.

Jack, it turned out, had been wanting a way to talk about how his work in curriculum development and as an advisor to biology students met important needs of the department; he volunteered to try his hand at what the group came to call the "framing statement," an entry designed to lay out faculty roles and responsibilities vis à vis departmental mission and tasks (which were, by request from President Davis, being refined and revised). Meanwhile, Howard Ruttenburg, true to his training as a philosopher, agreed to develop an entry the group called the "reflective statement," a more personal, philosophical account of "the *why* behind the activities" one would lay out in the framing statement.

Elayne Feldstein had a different kind of entry in mind. Noting that "our best work is sometimes our students' work," Elayne resolved to develop an entry featuring the work her students had produced in a telecommunications course: their videotaped public service announcements. Frances Peterson, too, was interested in a "work sample" that featured her students' learning, and she followed Elayne's lead with a videotape of her own, featuring her social work students engaged in small-group problem solving according to the principles of cooperative learning.

The fifth prototype entry was proposed — to vigorous nods around the table — by Stuart Dick, who suggested that the portfolio might include an item that built on the curriculum vita already required by the CUNY system. The idea, Stu explained, would be to take what would be single lines in the CUNY format (e.g., "Department Chair, 1969-78") and selectively enhance them with a paragraph describing one's important accomplishments in that role. In no time at all, they were talking about this fifth entry as the "enhanced CV," a name that stuck.

Expanding the Circle

Just three weeks after this meeting, prototype entries in hand, Jack, Howard, Elayne, Frances, and Stu presented an all-day workshop for twenty-five colleagues who were preparing their own portfolios for promotion and tenure deliberations in the fall of 1992. Two interesting things happened during the workshop.

— Photographs by Louis E. Myers

Above: **Daisy Cocco De Filippis kept the portfolio project moving ahead, injecting new ideas and working with the five faculty "pioneers."** *Above center:* **Howard Ruttenberg: "The reflective statement is the place where you try to put your professional history and activities in the context of *ideas* that make those activities meaningful — to you *and* to the people who read the portfolio."** *Above right:* **Jack Schlein: "I had no great master plan when I came here twenty-one years ago. In writing my framing statement, I had a chance to examine how I got to where I am, where I was going and where I would like to go, what I think my strengths and weaknesses are."**

First, though the workshop was billed as a "how-to" session, it quickly became clear that the question foremost in people's minds was not about portfolios *per se* but about institutional values and mission, about promises and trust. These were the issues people dealt with virtually all morning. Listening in, I was reminded of the campus discussions about student assessment that I've been part of on campuses around the country, where the important questions turn out not to be about method and technique but to be about what matters, how much, and to whom. Portfolios have the same important effect — of raising larger questions about institutional purpose and values.

The second interesting happening was the group's response to the prototype entries presented by the five faculty during the afternoon. Elayne, for instance, explained the goals of her telecommunications course, de-

scribed the assignment in which students produce public service announcements (they have one hour to plan, write, rehearse, and produce their one-minute spots), then showed the videotape. What followed was not a discussion about how to use video in a portfolio or about issues raised by the idea of representing student learning as evidence of teaching effectiveness (though Elayne had something to say about both);

All of the people I have spoken with at York see portfolios as a good thing.

Above: **Elayne Feldstein** *(right)* **used videotape to document her students' work in a telecommunications course because "our best work is sometimes our students' work."** *Above center:* **Frances Peterson: "Often you're so busy 'doing,' you don't have a chance to ask why. The portfolio is a chance to step back and think about your professional and personal development."** *Above right:* **Stuart Dick sees portfolios as a force for larger change: "They push us to reconsider aspects of the promotion and tenure process that have seemed liked givens."**

Opposite top: **At a May 1992 workshop, the five faculty debuted their prototype portfolio entries: the "framing statement," the "reflective statement," two "work samples" (both videotapes), and the "enhanced CV."**

instead, it was a discussion about *teaching and learning*. "How do you prepare students for this assignment?" people asked. "Do you have them work in teams? Does that work?" "How do you evaluate team work?" . . . . It was a wonderful, energetic discussion that could have gone on all afternoon, and an illustration of an important benefit of portfolios: their power to spark good discussion about student learning.

By the end of the workshop, there were still many questions about exactly what should go into the portfolio, but the five faculty leading the workshop had volunteered their help to anyone who wanted it; a plan was devised to keep in-process entries in a file where everyone would examine and learn from them. It was clear that people were ready to proceed with their own portfolios. It didn't hurt, of course, that President Davis attended a portion of the workshop and used it to reiterate her commitment to valuing (and requiring evidence of) a wider range of faculty work.

The Acid Test

Six months later, in October 1992, twenty-five portfolios were among the materials submitted in the annual round of promotion and tenure decisions. While the general attitude toward this new development seemed to be one of pride, portfolios were not good news in everyone's view. Several department chairs and other members of the personnel and budget committee had been skeptical of "professional portfolios" almost from the outset. One such skeptic, Michael Southwell, a faculty member in the English department and until recently the college's labor liaison, was "concerned about a system imposed by the administration" and unpersuaded that it would improve "a system already in place that worked moderately well."

Even now, Michael still has plenty of reservations, but having developed a portfolio himself and seen those prepared by colleagues, he also notes, "Portfolios have given individual faculty the ability to present themselves in the best possible light. One's fate is no longer primarily a function of advocacy by one's chair." A consequence of this new dynamic, most people at York tell me, is that a higher percentage of candidates were promoted and tenured than in the past.

Are more promotions a good thing? No doubt there are those who look askance at the results of this year's decision making, but Jack Schlein is not among them. "It worked," he tells people, delighted by the power of his portfolio to get him promoted to full professor, after a long haul at associate professor rank. "Before, a lot of what I do did not show up," he said. "The portfolio gave me a chance to let people know more about my work." He cited, for instance, "the incredible time that goes into advising." Without the portfolio, that work was a brief mention on a CUNY form; with it, Jack was able to demonstrate not only how much time advising entails but how critical it is to the progress of students in his department. (As his colleague Howard Ruttenburg pointed out, advising is one of those faculty roles that gets short shrift because "when people hear 'advisement,' they think of what they *don't* do; the issue here is how little advisement is valued generally.")

Jack's story was echoed by others, often with enthusiasm and candor. "I don't honestly know whether I would have been promoted without the portfolio," Elayne reported. Not that she doubted the value of her work, she quickly noted, but "pre-portfolio" there had not been a culture in which teaching was really valued. "At last, teaching counts!" she told me.

The stories at York are not only about extrinsic rewards. "The portfolio works," Elayne agreed with Jack, "but not just because we got promoted. . . . It worked for me also because it made me look at what I do." She described a portfolio-inspired process of self-reflection that "took on a life of its own." Frances describes a process of "putting the pieces together," of seeing the

pattern of an entire professional career emerge. In a workshop for his colleagues, Howard put it this way: "Evaluation is not the only reason we do these things. Another reason we create portfolios is reflection and communication about the work we do and what's important."

Larger Changes

Portfolios "work," as Jack and others make clear, for those faculty members who develop and use them. But what about the effect of portfolios on the larger environment? As a long-time chair and as a member of the personnel and budget committee, Stu Dick is in a good position to assess these effects. Asked "what the portfolio story at York is really about," Stu recalls the recent Carnegie report *Scholarship Reconsidered*, in which Ernest Boyer calls on higher education to recognize and reward a broader range of faculty work — not just research, but other scholarly work as well, including teaching. Portfolios, Stu notes, "allowed a greater enactment of this vision. They allowed the president to make promotions she couldn't have otherwise."

Portfolios also have begun to transform the process of personnel decision making. Library director Bob Machalow, Stu's colleague on the personnel and budget committee, describes seeing "work samples" from an art department colleague and videotapes of classes, and says they've allowed "a different kind of peer review.... Portfolios made it possible to review and judge in a different way." Stu continues Bob's point: "Portfolios allow for more substantively based judgments. They push us to reconsider aspects of the promotion and tenure process that have seemed like givens."

Such comments must have a sweet ring for President Davis. "It's possible," she told me, "to go through the motions of portfolios without any deeper change." But it's deeper change she's after. "I want faculty to be responsible for monitoring and documenting their own development," she says. "With diminished resources, we can't have all faculty doing all things well. We need a collective evaluative approach, based on an understanding of how the individual's work is related to the purposes of the unit. We need better teamwork and more effectively shared responsibility."

Left: **At the opening of York's Faculty Resource Center this past January, faculty could examine a dozen "professional portfolios" prepared by their colleagues and on display.** ***Above:*** **President Josephine Davis set the use of portfolios in motion, part of a college-wide effort to "be clear about who we are and communicate the work that we do."**

Issues for the Future

All of the people I have spoken with at York see the introduction of portfolios as a good thing with a variety of fortunate effects. But there remain questions in the air and still a good number of skeptics.

Michael Southwell, for instance, notes that his skepticism "has not been answered." In particular, he remains concerned about the relationship between the use of portfolios and collective bargaining expectations within the CUNY system. There might be nothing about the new process that "violates or directly contradicts" that system, but nevertheless, no official, written approval of portfolios has been received from CUNY central. "CUNY is a highly political system," Michael says. "This all needs to get thrashed out."

There's also some thrashing out to be done about how best to represent one's work in the portfolio. What's the right proportion of "work sample" to "reflection"? How much context is needed? How many entries are enough? Too much? And what about videotape (a medium that Elayne's and Frances's prototypes have gotten many interested in)? Does a rough-and-ready tape of class discussion help or hurt one's case? There are questions of design, too, when it comes to portfolios for "non-instructional teaching staff" — librarians, counselors, and others who are required to develop portfolios at York but who find few relevant models and examples.

Meanwhile, Daisy Cocco De Filippis is urging people to think about portfolios that not only will document the work of long-established, highly accomplished teachers but will help those just beginning their careers. "We have lots of new faculty, younger people just coming into the system," she says. "We need a model of the portfolio that's less driven by promotion and tenure concerns and more by issues of improvement."

Charging Ahead

This past January, during her 1993 State of the College address, President Davis talked about new challenges facing York College. In a context of difficult financial conditions — in the spring of 1992, CUNY declared financial exigency, and York College, following three years of severe budget cuts, had no choice but to retrench — she noted significant accomplishments: a 15 percent increase in enrollment, a significant number of new faculty hired, the new Faculty Resource Center, and the introduction of professional portfolios.

By next fall, all York faculty applying for promotion or tenure will be required to bring forward a portfolio. No doubt, by then York will have a new set of lessons to report. So far, the theme that comes through most often — and, to my ear, most compellingly — is a theme of *connections*. Portfolios help connect the pieces of a career over time; they connect people to one another by prompting discussion and collective reflection. Most important, they connect individual faculty work to larger college and departmental purposes. ■

Around AAHE's many programs.

AAHE Assessment Forum/CQI

"Double Feature" Conference Preview

By now, you should have received your preview for AAHE's 8th Assessment Conference and 1st Continuous Quality Improvement Conference, *June 9-12, 1993*, in *Chicago*. The preview contains registration materials; if you have not received it, please call Elizabeth Brooks, Project Assistant, at AAHE.

The program sessions listed in the preview represent only a small number of those that will be presented. The conference will feature a wide range of sessions — almost 50 percent more than last year, which was AAHE's largest Assessment Conference ever!

AAHE Assessment Forum/CQI

New Plenary Speaker Confirmed

Bill Strauss, coauthor (with Neil Howe) of the book *13th Gen: Abort, Retry, Ignore, Fail?*, will deliver a plenary address at the Assessment/CQI Conference on Thursday morning, June 10. The term "13th Gen" refers to people born between 1961-1981, the population that makes up the majority of today's college-going students. The book is written to members of the thirteenth generation in a style that reflects their values and orientation; however, it also offers a larger cultural evaluation that provides an important backdrop for the assessment of today's college students.

In addition to his written work as an analyst of contemporary American culture, Bill Strauss is the founding director of Capitol Steps, a Washington, D.C.-based group whose comedic performances provide a thoughtful commentary on the American political scene.

AAHE Teaching Initiative

Cases Conference

Spaces are still available for the upcoming cases conference co-sponsored by AAHE's Teaching Initiative and the Pace University Center for Case Studies in Education (see the April *Bulletin*). The conference is scheduled for *July 14-17, 1993*, at *Mills College*, in *Oakland, California*. Enrollment is limited to 100. Contact Erin Anderson, Project Assistant, AAHE Teaching Initiative, at AAHE, for more information.

RE:

Connect with other AAHE members by submitting items to **RE:**. In a few words, describe the information/material you need and an address where it should be sent, including a contact name. This month, AAHE has two requests of its own:

- AAHE's Continuous Quality Improvement (CQI) Project is seeking pilot project reports, team updates, "quality" newsletters, and campus progress reports for any continuous quality improvement activities on college and university campuses for its resource library. If you have any such materials, please send them to Steve Brigham, Director, CQI Project, at AAHE.
- AAHE's Forum on Faculty Roles and Rewards is compiling a master list of campus documents concerning faculty roles and priorities and the faculty reward system, to be made available at cost to AAHE members. If your campus has a task force report, handbook, white paper, or other pertinent documents, the Forum would like to add a copy to its list. Contact Kris Sorchy, Project Assistant, AAHE Forum on Faculty Roles and Rewards, at AAHE.

Board of Directors

Ballots Mailed

Ballots for the 1993 Board of Directors election were mailed out to all members at the end of April. This year, members will select a Vice Chair and fill two open Board positions. Nominees were announced in the February *Bulletin;* if you missed this, the ballot includes a brief biography for each nominee.

The Board of Directors helps choose future National Conference themes, sets policy, and otherwise guides AAHE. Exercise your rights as a member and make your voice heard! Please note: For your vote to count, your ballot must be *postmarked* by *May 28, 1993*.

AAHE Forum on Faculty Roles & Rewards

Second Annual Conference

Plans are under way for the second annual AAHE Conference on Faculty Roles and Rewards, scheduled for *January 28-30, 1994*, in *New Orleans*. Response to the first conference, held last January in San Antonio, Texas, was enthusiastic: 550 registrants from forty-two states; sixty-five campus teams; 200 potential participants turned away for lack of space. Watch for more details as they become available!

AAHE in Action

Discount Hotel Rate Deadline. 1993 Assessment/CQI Conference. Refer to conference preview for details. *May 6, 1993.*

Early Registration Deadline. 1993 Assessment/CQI Conference. Registration increases $20. Refer to conference preview for details. *May 14, 1993.*

Team Discount Deadline. 1993 Assessment/CQI Conference. Refer to conference preview for details. *May 14, 1993.*

Refund Request Deadline. 1993 Assessment/CQI Conference. Refer to conference preview for details. *May 28, 1993.*

Board of Directors Election Ballot Deadline. Ballots must be postmarked by *May 28, 1993.*

1993 Assessment/CQI Conference. Chicago, IL. *June 9-12, 1993.*

Cases Conference. Sponsored by the AAHE Teaching Initiative. See April *Bulletin* for details. Oakland, CA. *July 14-17, 1993.*

1993 School/College Collaboration Conference. Pittsburgh, PA. Watch future issues of the *Bulletin* for more. *December 5-8, 1993.*

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . fax, mail, or phone me items, this is your column.

PEOPLE: Very best wishes to new presidents **Michael Bassis** (Olivet) and **Curtis McCray** (Millikin) . . . and to Notre Dame's Fr. **Edward Malloy,** successor to Towson's **Hoke Smith** as chair of the ACE board. . . . Temple has a new vice provost for undergraduate studies, my friend **Nancy Hoffman** (we both hail from Nutley, N.J.). . . . **Ann Ferren** steps in as acting provost at American U. . . . **Nancy Carrinolo** completes three terrific years as head of the New England Association's school-college collaboration effort, returning to her professorship of English at New Haven. . . . George Mason's **Art Chickering** is on leave at the Université Pierre Mendes France, in Grenoble, where he and French colleagues are adapting the "Seven Principles for Good Practice in Undergraduate Education" for use in the lycées. . . . Northeastern Illinois VP **Mel Terrell** has been named an ACE fellow for next year. . . . **Chuck Perry** was higher education's boy wonder in 1969 when he became president of Florida International at age 32 . . . since 1975, he's been the CEO of several corporations, now he returns to academe, as dean of the management school at Dallas. . . . For those of his friends who missed the announcement, **Charles F. Fisher** succumbed to cancer in February . . . Chuck was just 56.

NATIONAL GOALS: You'll remember that there's a National Education Goals statement (goal 5.5) having to do with the ability of college graduates to "think critically, communicate effectively, and solve problems." Now it's back on the agenda. The Goals panel, dominated by several governors, has been conducting hearings on the matter around the country and seems poised for some sort of action at its June meeting. Meanwhile, quite separately, the U.S. Department of Education has an RFP on the street for a multi-year project that would figure out how to assess those outcomes. At AAHE, where we've been involved in assessment since 1985, we'll watch these developments and try to keep you informed.

THE BALDRIGE: In a not unrelated development — one that reflects, too, higher education's accountability problems and a sinking regard for accreditation — it now seems imminent that the highly regarded Malcolm Baldrige National Quality Award process will be extended to health care and education. The institutions in our Academic Quality Consortium met with Baldrige chief Curt Reimann on April 17th to offer help with the policy and technical questions raised by the extension of Total Quality criteria to collegiate review.

MORE PEOPLE: I came across a number of interesting innovations last month: . . . At the Université du Québec à Montréal, dean **Micheline Pelletier** introduced me to a top-flite biology department that's completely revamping its undergraduate major to emphasize "problem-based learning" (PBL), a terrific pedagogy that so far seems to have penetrated the health sciences only. . . . At UNC at Greensboro, provost **Donald DeRosa** has developed accelerated programs (seven, so far) that allow talented students to fast-track to a master's degree in five years. . . . Miami U.'s interdisciplinary programs have long been admired; now Prof. **Bill Newell** has FIPSE support for an institute that enables faculty from elsewhere to be in residence for a week and otherwise prepare interdisciplinary curricula and pedagogy; info from Bill at 513/529-2213. . . . I visited with four presidents — **Jane Jervis** of Evergreen, **Judith Sturnick** of Keene, **Bob Scott** of Ramapo, and **Sam Schuman** of UNC at Asheville — all part of a group of ten that is trying to define a new institutional type: the public liberal arts college. . . . Webster is fashioning a future for itself as a "multi-campus international university"; provost **William Duggan** opened the door last month on Webster's fifth European campus, this one in St. Petersburg. . . . All these innovations, one supposes, like the Goals and Baldrige items above, presuppose a future, one driven by external events and changing public expectations. . . . On the latter score, four foundations have combined in an intensive effort to answer by fall this question: "What does society need from higher education?" . . . the Johnson Foundation, in Racine, is coordinating the effort, built around a high-profile panel chaired by William Brock that includes **Bob McCabe** of Miami-Dade, Alverno's Sr. **Joel Read,** George Washington's **Peter Smith,** AAHE Board chair **Blenda Wilson** of CSU-Northridge, and Vanderbilt's **Joe B. Wyatt.**

AT AAHE: The Board paid fond and admiring farewell April 28th to two members whose terms expire this summer: Spelman's **Beverly Guy-Sheftall** and Michigan State's **Judith Lanier** . . . you'll receive your Board-elections ballot shortly . . . there are wonderful candidates, so give it some thought and vote. . . . My colleagues **Karl Schilling** and **Monica Manning** have outdone themselves with that "double feature" conference, *June 9-12* in Chicago: the program now lists more than 80 sessions on assessment, plus 40 on TQM/CQI . . . hope I have a chance to see you there. ■

ANNOUNCING

Two Useful Guides

TI9201 — Preparing Graduate Students to Teach: A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty. Based on a comprehensive national survey of TA-training programs and practices, this publication profiles 72 effective TA-training programs in detail, describing program goals and benefits, faculty and TA responsibilities, funding, staffing, evaluation, and philosophy. Each profile also includes the name, address, telephone/fax numbers, and e-mail address of the program's contact person. An expanded directory features contact information for some 350 additional programs. Programs are grouped in two broad categories: "centralized" and "discipline-based," covering the disciplines of biology, chemistry, composition/literature, foreign languages, mathematics, psychology, speech communication, and the social sciences. TA-training programs that address the special needs of foreign graduate students are highlighted. The survey was conducted by Leo Lambert and Stacey Lane Tice, of Syracuse University, with support from the Council of Graduate Schools and TIAA-CREF. Publication was supported by TIAA-CREF and The Pew Charitable Trusts.

$20.00 AAHE members; $22.00 nonmembers; bulk discounts available (1992, 150 pp.)

SC9101 — Linking America's Schools and Colleges: Guide to Partnerships & National Directory. What are other campuses doing about collaborating with schools? What results are they getting? How can you tap into that network? In addition to some 200 detailed partnership profiles, this sourcebook lists the names, addresses, and phone numbers of 1,200 college partnerships in all fifty states, targeted at elementary, middle, and secondary levels in all content areas. Partnerships are divided into four groups: "Programs/Services for Students"; "Programs/Services for Educators"; "Coordination, Development, and Assessment of Curriculum and Instruction"; and "Programs to Mobilize, Direct, and Promote Sharing of Educational Resources." Edited by Franklin Wilbur and Leo Lambert, of Syracuse University.

$22.50 AAHE members; $24.95 nonmembers; bulk discounts available (1991, 320 pp.) ■

All orders under $50 must be prepaid by check or money order; all orders over $50 must be accompanied by payment or institutional purchase order. Fourth Class postage/handling is included. Allow 4-6 weeks for delivery.

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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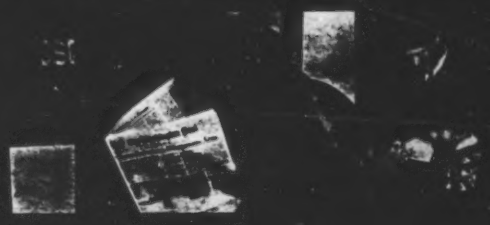
BULLETIN

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

THE NEW PUBLIC MOOD
AND WHAT IT MEANS FOR HIGHER EDUCATION

THE 1993 NATIONAL CONFERENCE



PHANTOM STUDENTS

NOT QUITE GOOD ENOUGH

BEST COPY AVAILABLE

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The annual National Conference on Higher Education — AAHE's flagship meeting amid a growing navy of special-interest and regional convenings — is a steady source of *Bulletin* material, and this year was no exception. Virginia Smith's paper on student mobility was prepared for the conference, and the Daniel Yankelovich interview beginning on the next page is based on a conference session.

The *Bulletin* is only one way members can access conference products. Another is via audiotapes of conference sessions. What are this year's attendees buying? As of May 28:

By far the best seller is Parker Palmer's keynote address (Tape #17), with 145 tapes sold so far; that speech is part of the "Best Of" packet described on page 18. Second, with 72 tapes sold, is (#56) "A Teacher's Dozen'," by Tom Angelo. We printed a version of it in the April *Bulletin* (and have had multiple requests for reprints since). Next come "Community and Conflict: The Prerequisites for a Just 'Reinvention' of Community," by philosopher Patrick Hill (#63), and "Changing Practices in Faculty Evaluation," Peter Seldin's initial report on a national survey (#84). (Copies of audiotape order forms for this or other AAHE conferences are available.)

Seldin is scheduled to report out additional study results in a fall *Bulletin*. On that forward-looking note, we bring you the June 1993 *Bulletin*, the last issue of the academic/publishing year. See you in September. **—BP**

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Managing Editor: Bry Pollack
Assistant Editor: Gail N. Hubbard

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From the 1993 National Conference

THE NEW PUBLIC MOOD

AND WHAT IT MEANS FOR HIGHER EDUCATION

A Conversation With Daniel Yankelovich

by Russ Edgerton

—Photographs by Michael Milkovich

Daniel Yankelovich is best known for his pioneering work in public attitudes and policy analysis. In 1958, he founded Yankelovich, Skelly, and White. In 1975, he cofounded, with Cyrus Vance, the Public Agenda Foundation. He is now chairman of DYG, Inc., tracking social trends and public attitudes.

After receiving his undergraduate degree in philosophy from Harvard, Yankelovich did graduate work in clinical psychology at both Harvard and the Sorbonne. He has been a professor of psychology at New York University and the New School for Social Research.

At AAHE's 1993 National Conference on Higher Education last March, Daniel Yankelovich's chat with AAHE President Russ Edgerton drew a large and attentive audience. That conversation is adapted here. —Eds.

EDGERTON: I can remember three times in the last twenty-five years when I have been at sea in my understanding of an important social issue and Daniel Yankelovich has come to my rescue.

I remember struggling to understand student unrest and the shootings at Kent State, and then coming across Daniel Yankelovich's studies of changing student values — studies he eventually put into a 1972 book, *The Changing Values on Campus*, and a later book, *The New Morality: A Profile of American Youth in the Seventies*. Later in the 1970s, I can remember trying to understand the breakup of families (including my own) and other wrenching changes going on in our society, and then coming across Daniel Yankelovich's 1981 book *New Rules: Searching for Self-Fulfillment in a World Turned Upside Down*. And then only last year, while looking for help in thinking about the shifting internal academic cultures of our own universities and professional guilds, I stumbled onto *Coming to Public Judgment: Making Democracy Work in a Complex World*. In this marvelous book, published just two years ago, Dan

talks, among other things, about the "culture of technical control" that reigns in academe, and how this culture contributes to the growing gap between "expert" views of our social issues and the views of the American public. So I look with very great anticipation to what Dan has to share with us this morning.

Dan, to get us started, do you see any big swings in the public mood?

YANKELOVICH: Thanks, Russ. Yes, I see a fascinating and important change of mood in the country. Over this past couple of years, the country's social-political mood has been very unstable, as Americans have been shifting from the mindset of the 1980s — the Reagan era — to the realities of the 1990s. In retrospect, the 1980s *were*, to a remarkable degree, the Reagan years. Now, key features of this era are receding rapidly.

EDGERTON: Let's get the baseline clear. How do you see the Reagan era?

YANKELOVICH: Understand that these are not necessarily the things that Ronald Reagan said, but they are elements that were heard and interpreted in the country, shaping the mood. . . .

First, there was an antigovernment message. Americans bought the idea that government was the problem, and that the solution to big government was to get government off our backs.

Second, what young people, especially the yuppie generation, took from the Reagan message was "go-for-it" individualism. The result was a rather fierce Social Darwinism that prevailed over the decade — a great emphasis on winning, whatever the means, and an assumption that somehow economic success was evidence of fitness and that lack of economic success somehow implied that such people were less fit.

Third, there was in the Reagan era a climate of wishful thinking — the theme of "morning in America." The public reaction was, "Well, he is president of the United States; if he says it's possible to cut taxes *and* increase the defense budget *and* balance the federal budget, who are we to say otherwise?" So Americans of all ages and income groups, who were very insistent on their own rights and entitlements, became wildly unrealistic about the real costs of the social benefits they were demanding.

These three elements — get government off our backs, let individualism rip and win at any cost, and the assumption that ideological beliefs were more important than the grubby reality of life — were hallmarks of the 1980s. But I want to emphasize that it would be wrong to blame Ronald Reagan for them. Ronald Reagan did not create the yuppie phenomenon, and certainly he was not a yuppie himself. In retrospect, to me, that period of the 1980s was a prolonged mental holiday, a national suspension of reality.

EDGERTON: But all this has changed?

YANKELOVICH: The recession and the presidential campaign of 1992 brought the holiday to an abrupt halt. The discontinuity between the optimism of the 1980s and the almost distraught mood of the country in the years before the 1992 election could hardly have been more extreme. The mood began to shift just about the time of the Gulf War. It was interrupted by the war, but after the war, it returned with a vengeance.

The general mood of the country from the period following the Gulf War through the presidential election was one of deep pessimism. Eighty (80) percent of the public felt the country was on the wrong track. Seventy-five (75) percent felt that we were losing the competitive battle with Japan. Two-thirds of the public felt that our kids would grow up to be worse off than we were. Seventy (70) to 80 percent of the public were worried about their jobs, about the rising costs of health care, about education, and their retirement, and about a frustrated and — it seemed to them — unresponsive leadership both in the White House and in the Congress.

So we had a period of a mood of anxiety, frustration, pessimism, and above all a feeling that things were out of control, both in one's own personal life and also in the economic life of the nation as a whole.

EDGERTON: And the seeming unresponsiveness of the government contributed to the anxiety?

YANKELOVICH: When people are anxious about their health, they go to a doctor. If the doctor is talking to someone else on the phone during their exam, looking at their X ray upside down, and so on, it makes them more anxious. That's what happened during the election. People felt very anxious in their own lives, and when they turned to look at the national scene, they felt that the president and the Congress were totally out of touch.

That just added to people's anxiety. And that is why there is such a sense of relief today, a feeling that we finally seem to be addressing our problems. So, the pickup in the economy, combined with the new administration, is giving people a sense of, "Well, maybe we're now beginning to come to grips with our problems."

EDGERTON: Why do you call the 1980s a "mental holiday"?

YANKELOVICH: Because the economic factors that began to crash through to the public in the 1990 recession didn't begin in the 1990s. They were problems that had been festering for a very long time, from the mid-1970s right up to the present time. But the country turned away from the reality of these problems during that period.

EROSION OF THE MIDDLE CLASS

YANKELOVICH: I want to take a minute on this point, because understanding it is the key to thinking about the future.

The current political fashion is to focus on the federal budget deficit and to make reducing it the litmus test of political success and fixing the economy. But for average citizens and voters, fixing the economy has a much more concrete and down-to-earth

meaning than the budget deficit.

About 80 percent of our workforce work on an hourly basis; the other 20 percent are professional, managerial, and agricultural workers. This 80 percent are mainly people who have not finished four years of college. Since just one out of four young people graduates from a four-year college, we are talking for the most part about the 75 percent of the young people who don't.

From 1948 to 1973 — the Postwar Period — hourly wages for workers increased steadily, year-by-year, at about 2.6 percent. This was the period of the great movement into the middle class. It was this steady, year-after-year increase that created the middle class and home ownership and the prosperity of that period of the 1960s and 1970s.

Then, starting in 1974, the situation changed. In fact, from 1974 to the present time, not only have hourly wages not kept pace with inflation, they have actually gone down. The number of skilled manufacturing jobs that were well-paying steadily declined, exchanged for lower-paying service jobs. Today, we have a people who are living at the 1965 level, in terms of real wages. So you have a generation of downward mobility since 1974.

In effect, we have here a breakdown of the two-track system. In the Postwar Period, people could make a good living on either track. They could make a good living if they went to college and then got good jobs. But they also could make a good living if they graduated from high school and went into well-paying skilled, hourly wage jobs. Now the second track has broken down. The 20 to 25 percent of the population who are on the first track are still doing reasonably well. But remember, the *bulk* of the population are on the second track.

In addition, you have this phenomenon of corporate restructuring, which lets tens of thousands, hundreds of thousands, of people go. And it works. But it's the problem of the commons: If one company does it, it's okay; but if all companies do it, what happens to those people who are left out in the cold?

EDGERTON: But the 1980s will be remembered as such an affluent decade?

YANKELOVICH: The decline in the middle class was *masked* during the 1980s by several phenomena. Households added wage earners. That is, spouses went to work to make up for the difference. People borrowed money. The country borrowed money. So, in effect, we postponed the effects of the steady, year-after-year drag on the economy.

"To me, that period of the 1980s was a prolonged mental holiday, a national suspension of reality. . . . The recession and the presidential campaign of 1992 brought the holiday to an abrupt halt."

With all this as backdrop, you have a disparity now between what "success" means in fixing the economy. Here in Washington, "inside the Beltway," success means passing the President's economic program through the Congress and somehow reducing the federal budget deficit. But success for the population as a whole means reversing the erosion of the middle class through a resumption of a rising standard of living. It means increasing the number of good jobs available. And it means fairness, in the sense that people at all education levels can make a good living, not just those at the top.

EDGERTON: The "mental holiday" is now over?

YANKELOVICH: Almost. During the 1980s, as I've said, not only average Americans but most elites preferred to close their eyes to the economic realities and the causes of the erosion of our competitive position. The public reaction was, "If things are so bad, how come they're so good?"

Then, in the year or so before the 1992 election, the public began to feel the realities and to experience them directly through the effects of the recession and the perceived unresponsiveness of government. The public's first reaction was one of surprise. It's very surprising when the assumptions on which you have lived your life are pulled out from under you. So we had this period of gloom, anxiety, and a sense of losing control of our destiny.

Now, Americans are recovering very rapidly from those unpleasant surprises about the extent of our economic problems. The public is beginning to adopt a new, pragmatic, hopeful outlook that might be summarized as, "Well, we can fix it, but we have to make some changes."

EDGERTON: How would you characterize the public mood since the election?

YANKELOVICH: I see a sharp discontinuity with the 1980s. But in retrospect, it is the 1980s that were the aberration, the blip. What you now have is a return to a continuity with the pre-1980s outlook and point of view.

One feature of the present mood is that the public now rejects the idea that decline is inevitable, and embraces the idea that people can take back control.

EDGERTON: And you'd attribute that positive shift in outlook to what?

YANKELOVICH: The reasons are several, I think:

- The pickup of the economy.
- The Ross Perot phenomenon, which I would not underestimate. Perot helped thousands of people feel that they can bypass the political middle men — the traditional news media, the handlers, the spin doctors — and bring the political system back under their control.
- The Clinton victory, which has had a tonic effect not simply among people who voted for Clinton but even among those who didn't . . . a feeling that there is now the possibility of change, a real vigor, energy.
- Most important of all, the passage of time, giving people a chance to sort things out and decide on how they wanted to

manage change.

EDGERTON: "Taking back control" is one characteristic of the current mood, but you see others, don't you?

YANKELOVICH: Yes, I do. Another feature is the belief in a larger and a different role for government. It's an interesting twist on Reaganism. The public did not, and still does not, reject Ronald Reagan's formula that government *is* the problem; the mistrust of government is still very, very strong. What the public has done is to rethink Ronald Reagan's solution of "Get government off our backs." Rather, the view now is that government is necessary, so we had better do whatever we have to do to change it, to make it more trustworthy, to make it more effective, particularly with respect to changing the economy.

The public is ambivalent toward government. It wants government to fix the economy; but it remains deeply mistrustful of government on social policy. The public has an uneasy feeling that the government doesn't know how to do social policy, that errors are committed, unintended consequences are stronger than the intended ones, and the government doesn't know when to stop. It's like bringing your mother-in-law into the house to deal with a crisis, and she stays and stays and stays.

The third change in mood I would stress is a shift from ideology and moralism to pragmatism, a sharp contrast to the wishful-thinking irreality of the 1980s. How much can we afford to spend? How much for an 85-year-old Alzheimer patient on life-support systems? How much for the self-esteem of children through bilingual education, if bilingual education costs three times as much as conventional education? These are the questions people are asking, questions about affordability and results.

Finally, there is the emergence of a new social ethic, a shift from a belief in entitlements to a belief in reciprocity. It's related to the pragmatism. It's the feeling that it's not right to get something for nothing; if you get something, you should have to give something in return. As an aspect of this shift, there also has been a shift from a focus on the individual to a focus on the community. People still feel that it's rough out there, and they are still determined to try and make it against the odds. But they do not want

> "There is the emergence of a new social ethic, a shift from a belief in entitlements to a belief in reciprocity. . . . If you get something, you should have to give something in return."

to make it through policies that are oblivious to the effects of those policies on children and the community at large.

To summarize, there's determination to get things under control by acting as responsible adults do when they are up against a serious problem . . . a feeling that the time has come to stop fooling around and get real . . . no more wishful thinking . . . no more getting something for nothing . . . no more games and tricks with numbers . . . no more playing the blame game and dodging responsibility. Rather, it's time for straight talk, for discipline and sacrifice if need be, for being practical and pragmatic rather than ideological.

Even the yuppies are concluding that winning isn't everything . . . that for many reasons, all of us have to be part of a larger community. This shift toward a feeling of community is in turn part of a larger phenomenon. I don't think we can isolate it from the fundamental drive behind all these mood changes — a public hurting from reality and feeling the pressure to come to grips with that.

EDGERTON: What role do leaders play in a shift like this? Do you see the "communitarian agenda" of the Democratic Leadership Council and the Clinton campaign as having an effect in moving people from the cowboy individualism of the Reagan era?

YANKELOVICH: That is a very interesting question. I don't think that leadership forces it or defines it. When the consumer movement began in the 1960s, Ralph Nader didn't create it. He channelled it. It was there and he coalesced it, articulated it, gave it shape. That is what happens with a lot of social movements.

In the country, throughout this period of the 1980s, there was a feeling of discouragement about the self-centeredness of people, a feeling that there was something wrong with the national outlook, that the public interest was being scanted. I think there was also a period of experimentation with individualism, after which people came to the conclusion that it didn't work as well as they thought it would.

If this communitarian movement had come along five years earlier or ten years earlier, it would not have had the same resonance. So it's not the charismatic strength of the leadership. . . .

EDGERTON: I'm reminded of that great Ghandi quote, "There go my people. I must follow them for I am their leader."

YANKELOVICH: That goes too far. That quote implies that the leader is simply echoing. The positive function of the leader is to articulate what is inchoate.

EDGERTON: I get it. And you're saying, for example, that the President is absolutely on target with his initiative to provide student aid in return for national service — both in terms of the reciprocity agenda and as a response to the middle class anxiety about the cost of college?

YANKELOVICH: Yes. Specifically, on the subject of national service, here's a striking finding: 82 percent of the public believe that the government should provide college loans and get paybacks, either from payroll deductions or by two years of national service. So here is a concrete example where the reciprocity principle is being applied, and the

public thinks it's great.

IMPLICATIONS FOR HIGHER EDUCATION

EDGERTON: It sounds to me that the erosion of the middle class is the real issue to keep our sights on. Do you have any data on how public feelings about the economy translate specifically into attitudes toward higher education?

YANKELOVICH: Yes, I do. There is an increasing awareness in the country that the system works for the college-educated and only the college-educated. People know it. An overwhelming 88 percent agree that a high school diploma is no longer enough to qualify for a well-paying job in the United States. Seventy-three (73) percent agree that having a college degree is very important to getting a job or advancing in one's career. So, people are beginning to get desperate about needing a college education.

At the same time, they are worried sick that the cost of college is moving out of sight for them. Eighty-seven (87) percent feel that college costs are rising at a rate that will put college out of the reach of most people. Seventy-nine (79) percent feel that it is getting harder for average families to provide a college education for their kids. Only 25 percent say that most people can afford to pay for college education. And pessimistically, 89 percent believe that ten years from now, it will be even more difficult to afford college. . . . It will become more of a need, but also more out of reach.

EDGERTON: You're saying that colleges and universities are in a real bind. People feel that college is increasingly indispensable yet, at the same time, increasingly out of reach. That sounds like an explosive social environment for us folks in higher education to be in.

YANKELOVICH: That's my message. To a degree that is hard to imagine, colleges and universities are in a bind that is only marginally of your own making. But it is a real bind.

It is instructive to examine what is happening in the arena of rising health care costs. It's a similar bind, and it's quite comparable. Health care is seen as a desperate need. Its quality and functionality aren't in question; it's the cost. Higher education is the other sector, besides health care, where the costs have been rising at three times the rate of inflation — outstripping a population whose incomes have remained stagnant.

Most sobering of all, physicians are paying a very high price for having ignored the problem for so long. All of my friends who are physicians in private practice are disgusted. The older ones are saying they never would have gone into practice if they knew then what would happen. They are losing control. The insurance companies and the governments are nagging them to death.

But the physicians let all this happen. They never really engaged the issue; instead they regarded rising costs as someone else's problem.

EDGERTON: Sounds like there is a moral here for higher education.

YANKELOVICH: That's really the point I want to get across: The price you pay for not seizing responsibility is to be excluded and to be victimized.

You have in our country this feeling now that it is important to seize control. It's very difficult for an institution to accept responsibility for a broader social problem that's not of its own making. But if you don't accept responsibility, other people will be dictating the changes that need to be made, and you will not have a proper voice. So my message is a wake-up call.

EDGERTON: Dan, it's been a fabulous experience having you with us. Thank you! ■

Note

Daniel Yankelovich can be contacted at DYG, Inc., 15 Valley Drive, Suite 300, Greenwich, CT 06831.

The session (Session #28) from which this article is adapted is available from Mobiltape Company, Inc., for $8.50. To order, call 1/800/369-5718.

Smith, cont.

should become graduation requirements addressed throughout the curriculum — and, for some goals, addressed through organized activities outside the classroom. In fact, many improved general-education programs spread their courses over four years, and a few have incorporated some of the purposes into courses within the major. Purposes of social agenda, such as gender and multicultural understanding, and global perspective are not easily addressed by one or two lower-level, stand-alone courses.

It may indeed be time for us to abandon the notion of a corner of the curriculum that is devoted to general education. By doing so, we would be opening the way to a full reexamination of the relationship between two- and four-year colleges. The conventions of the present relationship governing the transfer of credit assume that general education is a discrete undertaking that requires about a year and a half of lower-division work. Gradually, educators are beginning to question this conventional pattern. Transfer problems are likely to worsen with time, so we need to forge new ways for the various segments of education to work together productively.

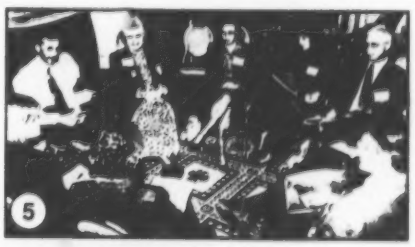
I'm certain there are other approaches to the transfer problem than the few I've highlighted. It's time to explore the possibilities. As it is, we are locked into a bureaucratic tangle that places too much decision-making power outside the institutions providing the education, seems more concerned with perpetuating certain educational designs than with educational results, and allows turf protection to override student needs. ■

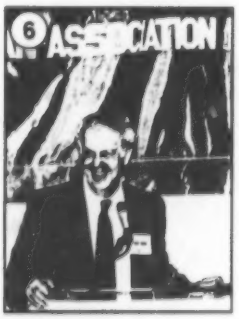
Note

This paper was written for presentation at the 1993 National Conference on Higher Education, March 14-17, 1993, in Washington, D.C. An audiotape of that session (Session #21), which also included Kathryn Mohrman and John O. Stevenson, Jr., is available for $8.50 from Mobiltape Company, Inc., by calling 1/800/369-5718.

Images From the 1993 National Conference

Photographs by Michael Milkovich





1 — The topic was "Women in Sports." *(L to R)* the moderator, ABC sportcaster **Dick Schapp**; the panelists, Ithaca's **James Whalen,** Northeastern Illinois' **Vivian Fuller,** and author **Mariah Burton Nelson.**

2 — Brisk business in the Exhibit Hall.

3 — At the AAHE Hispanic Caucus Forum *(L to R)* ACE's **Hector Garza**, out-going Caucus Chair **Jaime Chahin,** of Southwest Texas State; and AAHE Board Member **Laura Rendon,** of Arizona State.

4 — This year's Tomas Rivera lecturer was **Gregory Anrig,** president of Educational Testing Service, who spoke on "Access and Retention: Caring About Outcomes and Doing Something About Them."

5 — Both **Tom Angelo** and **K. Patricia Cross** *(upper L)* were on hand for the AAHE Classroom Research Action Community meeting.

6 — As usual, **Parker Palmer** was inspiring. The audiotape of his keynote address is the meeting's bestseller.

7 — Evening social events gave attendees a chance to network.

8 — On the Sunday after the blizzard, the **Josephine Ong** family (she's secretary of the AAHE Asian Pacific Caucus) attended the Foundry Methodist Church, ending up in the pew behind the First Family. Older son **Justin,** a student body president, scored an autograph.

9 — **Deanna Martin,** of Missouri-Kansas City, delivered a high-energy session on "supplemental instruction," a collaborative learning strategy.

10 — Quality was the topic of several sessions, including a workshop and an address by consultant and professor (Cal State-Dominguez Hills) **Kosaku Yoshida.**

11 — Enthusiasm was high, even if the blizzard took its toll on attendance, at **Scott Morrow**'s jazz dance "action seminar."

12 — *(L to R)* **Bill Harvey,** of NC State, moderated for **Samuel Cargile** (Lilly Endowment), **Edgar Beckham** (Ford Foundation), and **Reatha Clark King** (General Mills Foundation) at "What Foundations Can and Can't Do to Help Colleges and Universities Achieve the Promise of Diversity."

13 — "USC and the Rebuilding of Los Angeles" was the plenary session topic of President **Steven Sample.**

14 — Reflection off two-foot snow drifts brightened the ground-floor meeting room of **William Welty**'s workshop on "Case Studies in Faculty Development," presented with Pace colleague and writing partner **Rita Silverman** *(not shown)*.

15 — **Wayne Wormley,** of Drexel, with a *Washington Post* headline that said it all: "Fierce Snowstorm Overpowers Area."

16 — The Poster Session was a big hit. This was P-12: "Bush Regional Collaboration in Faculty Development," delivered by director **Lesley Cafarelli** *(far L)*.

17 — **Ralph Wolff,** of the Western Association of Schools and Colleges, was one of many attendees who addressed AAHE Board Chair **Blenda Wilson** (**18**), of Cal State-Northridge, at the closing plenary and Town Meeting.

PHANTOM STUDENTS

Student Mobility And General Education

by
Virginia B. Smith

For the last few years, I have been immersed in a study of general education — a study that lately has turned up facts that have stunning significance for efforts to plan or reform general-education programs.

The study, sponsored by the Society for Values in Higher Education and funded by the Exxon and Ford foundations, was designed primarily to discover good practices in general education. Among the study protocols was a national survey of chief academic officers, who provided information about the general-education programs on their own campuses. More than 40 percent (1,299) of the CAOs responded, representing all types of degree-granting colleges and universities. (A full report on the study soon will be available.)

To determine the level of student body stability at the institutions, one question in the survey asked, "Approximately what percentage of students take all of their work for your degree at your institution?" The results were analyzed by institutional type using Carnegie categories.

Not surprisingly, Liberal Arts I colleges, a category that consists primarily of independent undergraduate residential colleges with relatively high student selectivity, have a high rate of student body stability. Chief academic officers at 70 percent of these Liberal Arts I colleges responded that 70 to 90 percent of their students complete all work for a degree at their college. The same figure for all other types of institutions was less than 30 percent, with the exception of two-year colleges, which had a 40 percent stability rate overall.

In fact, two-year colleges present something of an anomaly, in that their distribution on the student-stability factor is bimodal. As a group, two-year colleges ranked second (behind Liberal Arts I colleges) in the percentage reporting that 70 to 90 percent of their students take all of their degree work at that institution; however, the two-year college group also ranked first in the percentage of institutions reporting that less than 25 percent of their students take all of their work at that institution. When responses are related to institutional size, 70 percent of the two-year colleges with enrollments under 1,000 reported that 70 to 90 percent of their students complete all of their degree work at the college. For two-year colleges with enrollments exceeding 5,000, the stability factor was dramatically lower.

Virginia B. Smith is president emeritus of Vassar College and senior consultant with the California Higher Education Policy Center. She can be contacted at 80 Crest Estates Drive, Walnut Creek, CA 94595.

What is the significance of these statistics? We know that only a very small portion of total collegiate enrollment is accounted for by Liberal Arts I and small two-year colleges. So, we can conclude that **most students do not take the majority of their work at the institution that grants their degree.**

As I stated before, that fact has stunning significance for the planning or reform of general-education programs. Why? Because to a very substantial extent, and particularly for those institutions enrolling the vast majority of the nation's students, such planning becomes an exercise performed for "phantom" students. That is, students awarded a degree at a given institution will, most likely, have taken their general-education courses elsewhere; conversely, most students who complete an institution's general-education program will end up receiving their degree from a different institution.

Strategies That Don't Work

This situation has existed for years, and colleges and universities have found a number of ways to accommodate it:

- *Articulation agreements* have been drawn up between two-

year and four-year colleges. Such agreements assure students that certain courses can be transferred to meet particular course and/or distribution requirements.

- Some states have *mandated* all or a substantial portion of the two-year general-education curriculum, and they *require* their four-year public colleges to accept the completed A.A. or A.S. degree as satisfaction of all of the four-year college's general-education requirements.

These techniques undoubtedly have made the transfer process more user-friendly for the student, and, as such, they have short-run advantages.

But they also clearly have fairly serious negative educational impacts. Both techniques take a substantial amount of control over the curriculum away from the colleges providing the programs. For example, two-year colleges must look to what the four-year public colleges require and try to match it. Or, in those states with mandated general-education programs, they must follow guidelines that most likely have been established by some committee at the state level.

Such operational patterns ignore completely the widely held notion that planning for quality education is based, at least in some measure, on a knowledge of the students for whom the education is provided, the history and climate of the college, and the nature of the college mission and its human and capital resources. Furthermore, both articulation agreements and state-mandated curricula push toward externally dictated homogeneity — in an enterprise noted throughout the world for its diversity. And few of the usual "external authorities" dominating general-education program design have any proven track record of establishing high-quality general-education programs of their own.

In our survey, we asked CAOs what evidence was used to demonstrate the quality of their general-education programs. CAOs from several two-year colleges responded that they used transferability of their courses as a measure of success — a particularly narrow measure for institutions that have a relatively small percentage of students who actually transfer to four-year colleges. Should the design of a college's general-education program be dominated by the needs of a minority of its students? After all, for a student who does not transfer to a four-year institution, the general-education program at his or her two-year college often is the last opportunity for general classroom learning; for such a student, the general-education program at the two-year institution should be designed to build a base for effective participation in the economic, social, and civic life of the community.

Even the second technique mentioned above — the full acceptance of the A.A. or A.S. degree by the four-year institution — is not quite as useful as it might appear, since it's uncommon for students who transfer to a four-year institution to complete a mid-point degree first.

Because the student-mobility pattern is quite complex and varied, neither technique covers all transfer students at any given institution. Students transfer between four-year colleges as well as from out-of-state two-year and four-year colleges. Students in some metropolitan areas even show a pattern of sequential or simultaneous enrollment in several colleges and universities in the area — a phenomenon Alfredo de los Santos, Jr., of the Maricopa Community Colleges, refers to as "swirling" enrollment.

Whatever the individual student's pattern of mobility among institutions, that mobility usually carries with it some loss of credits, some lower-division requirements still to be met at the terminal institution, and thus a longer time-to-degree. In recent years, longer time-to-degree has become a greater problem. Why? At the same time that rising tuitions are making students feel more acutely the effects of longer time-to-degree, public colleges are making such delays all the more likely by responding to budget crunches by limiting offerings of required courses even further.

It's Only Getting Worse

In the past — and at most colleges today — transfer accommodations have been aided by the nature of general-education programs at four-year colleges. Such programs are characterized by a limited number of specific course requirements and a rather broad set of distribution requirements. In fact, had more colleges unilaterally attempted to improve their general-education programs in accordance with many of the current recommendations, the transfer problem would be much worse than it is now.

Let me offer the following examples to support that assertion:

- At least one regional accrediting association has established a relatively high goal for the number of general-education courses. This has been resisted by some professors worried about having enough space for what they consider "proper sequences" of major courses and by others who feel that it puts the emphasis in the wrong place. If transfer students had a voice, they might well argue that such a policy makes it even more difficult to get a degree within a reasonable amount of time.
- Many educators now are arguing that some of the purposes of general education can best be met through interdisciplinary courses; however, the most widely used transfer systems put a premium on discipline-based courses. It is difficult to determine course equivalency between interdisciplinary courses and discipline-based courses. Thus, experimentation with general-education requirements — using potentially more effective, powerful, and stimulating interdisciplinary courses — carries great risk in institutions with a high student-mobility factor.
- Colleges that want to take seriously the idea that appropriate *pedagogy* to develop student abilities is at least

as important as course *content* have no way of certifying their pedagogical approaches to other institutions, or of knowing whether another institution gives equal importance to such approaches. Comparability of courses for transfer purposes most often is based on catalog descriptions, which almost always specify course content and rarely specify pedagogical approaches, types of instructional exercises, or types of assessment used.

Shifting to a program that emphasizes process rather than content can lead to unusual concerns for transfer students. I recently visited a four-year state college, which I'll call "Urban College." Several years ago, Urban College fully revised its general-education program, identifying three levels, each with a different implementation strategy. Urban rejected a content-driven core curriculum for the second level, instead specifying that any course (with few limits on content) could be approved for credit at that level if it met certain criteria that related to scope of material covered, pedagogical approach, instructional exercises, and assessment techniques. Several courses were submitted and approved for inclusion based on these largely process-based criteria, and more courses now are being reviewed. The content core had been rejected in principle, and clearly the newly approved courses did not constitute a specially anointed content pattern except for very broad distribution requirements.

Some 55 percent of Urban College's student body are transfer students. As the new program was implemented for those transfer students, it soon was discovered that courses submitted for transfer could not be judged against the criteria established for Urban's own general-education program. To remedy the problem, the college decided that transfer courses would be required to have exactly the same content as the Urban courses that had satisfied the new process-based criteria. As a result, transfer students were required to have a content-specific program, while Urban students were given a program that emphasized process to a far greater extent.

The content selection that emerged from the approved Urban courses was not intended as a basis for a content core. But the distortions that have occurred as a result of using typical course-by-course equivalency transfer processes could result in a content core for that large proportion of Urban students who are transfers.

Both articulation agreements and state-mandated curricula push toward externally dictated homogeneity — in an enterprise noted throughout the world for its diversity.

- With the average age of college students increasing, the opportunities also increase for colleges to assess *prior learning*, with techniques such as standardized achievement and placement exams and assessment by portfolio. For some general-education requirements, these new assessment techniques could be quite appropriate, but transfer credit for general education usually is decided on a course-by-course basis. Even at colleges that allow credit by assessment of prior learning, the extent and method of acceptance vary greatly from institution to institution.
- As we study general-education programs in the context of individual colleges, it is becoming increasingly clear that general education has no universally accepted purpose. Rather, it has a cluster of purposes, and the weight given each one varies from institution to institution, depending on their missions. This is as it should be. But it is only those colleges with relatively stable student bodies — or those that have closely attended to the integration of transfer students — that can venture far from the usual mold for general education without confronting difficulty in their transfer program. . . . Unless, of course, they have found new solutions.

New Strategies

Not very many successful ways have been found to handle the transfer situation while also maintaining a distinctive general-education program. But there are some strategies that do ameliorate the problems to varying degrees.

Two such approaches I would characterize as "targeted," that is, as covering a somewhat narrow range of transfer students or only a portion of what we usually identify as the general-education program. Although narrower in scope, these techniques can focus sharply on quality and can be very purposeful about their specific goals.

Cross-Institutional Collaboration. The first of these requires the two-year college and the four-year college(s) to which students usually transfer to collaborate in developing courses — or clusters of courses — that will best serve the general-education needs of students at both institutions. Some collab-

orations of this type already are taking place. In some instances, the two-year college is doing more explaining and selling than actual collaborating. In such cases — as between the University of California-Davis and Los Medanos College — the real collaboration takes the form of intensive faculty-to-faculty discussion and joint understanding of course strategies and purposes, rather than joint course design. In other cases, true program and course development actually occurs, as it did in the LaGuardia Community College and Vassar College "Exploring Transfer" program and in other programs using the model.

It also is possible to target particular students or programs for joint attention. For example, a community college honors program might work with the four-year institutions to which its students intend to transfer, or the institutions might collaborate on students expecting to complete particular majors.

Transfer Orientation Courses. Another targeted effort is for the receiving institution to specially design a course for its transfer students. This intensive "jump start" or "power" course, probably incorporating elements of assessment and instruction, would initiate the students into the new institution. We hear a lot about freshman orientation needs, but little about *transfer orientation* needs. Yet, orientation would seem to be even more crucial for transfer students, who typically have less time to understand the institution and its educational purposes, and to be affected by them. Also, the more carefully designed the institution's general-education program, the more necessary it is to give quick and adequate attention to its transfer students. It is not surprising that Alverno College, with its carefully developed program, has given particular attention to its transfer students.

The other ameliorating devices I'll mention are either not in wide use or not in use at all. They are more total efforts and more extreme, but in the long run they might have more value both for students and for educational effectiveness.

Outcomes Assessment. Assuming that much of general education is directed toward the development of broad general abilities, the exchange of students among institutions would be easier if we could shift our focus from content and process to *learning outcomes*. Lacking this emphasis as well as generally accepted techniques for assessing learning outcomes, we spend a great deal of time using particular combinations of content and/or process as proxies for the outcomes. If the transfer student's course matches the classroom experience that the college, in its wisdom, believes accomplishes those learning outcomes, then we say that the course has satisfied the requirements. But we don't know whether those learning outcomes have, in fact, been accomplished, or whether there might be different ways of reaching the desired learning outcomes.

It requires a great leap of faith to assume that just because we match course content or processes (more often the content) that the desired learning has taken place. It might be more productive if we would use that leap of faith to give us the courage to experiment with some new assessment techniques. Only a few colleges, most notably Alverno, have used the outcomes approach to define their degree requirements; if more did, it would markedly change the nature of the transfer process.

Institutional Segmentation. A fourth approach was experimented with by Florida, when it established certain public colleges as "senior" colleges offering only the last two years. My own preference would be to differentiate institutions by purpose, rather than so sharply by level. But given our present transfer problems, it would be worthwhile to evaluate Florida's brief experiment in senior colleges in terms of their impact on transfer. Or, we might go even further and examine, at least theoretically, a totally different model of segmentation, one in which degrees (or some new form of credentials) are granted by an external agency (or agencies), thus allowing colleges to concentrate on education rather than on credentialing. No doubt the first thing we would discover is that such a model assumes greater clarity on learning outcomes than now exists, and that if we had such clarity the transfer problems we are trying to solve might be somewhat alleviated.

We are locked into a bureaucratic tangle that places too much decision-making power outside the institutions providing the education, seems more concerned with perpetuating certain educational designs than with educational results, and allows protecting turf to override student needs.

In Conclusion

It does seem to be time to try to unbundle the various general-education purposes and to assume that different purposes can be met by different transfer strategies.

Many of the general-education programs that have been clearly delineated include some academic skill requirements. Certainly, it should be possible to credit transfer students who demonstrate proficiency for these courses without regard to the manner in which the skills were mastered or, for that matter, whether they were mastered in or out of the classroom.

Other general-education goals should not be confined to somewhat marginalized general-education courses; instead, they

(Continued on page 7)

NOT QUITE GOOD ENOUGH

Drifting About in Higher Education

by
Diane W. Strommer

Jeff has always wanted to teach little kids and planned to be an elementary school teacher. Now approaching his third year at the university, he finds, to his dismay, that his 2.9 grade-point average is not quite good enough for him to be accepted as an education major. A year ago, Julie also found herself in the "not quite good enough" boat when she tried to declare an accounting major with a 2.7 grade-point average. She continued to take accounting courses this year, trying to qualify. Her family thinks she'll soon graduate and become an accountant, but Julie has yet to gain admission to the College of Business.

Requiring second-tier admissions to certain majors has become an increasingly common practice in higher education, particularly at large universities, as a means of coping with both cutbacks and students' fluctuating academic interests. As the fortunes of computer science and education programs show, when the job market changes and one hot field supplants another, big shifts in student interest can occur in relatively brief periods of time. In colleges and universities nationwide, junior-level shut-outs occur not only in fields such as business and engineering (fields in which demand is actually waning), but even in traditional arts and sciences majors such as psychology and speech communication. Some of the newer areas that are hard-pressed to welcome all comers include environmental studies and anything with "communications" in its name.

Confronted with the impossibility of meeting student demand for certain programs — a demand that may change rapidly while department size and budgets remain static or decline — many departments and colleges have elected to limit program enrollment in the sophomore or junior year. Along with the long-standing freshman "killer course," typical controls include the imposition of specific standards that all prospective majors must meet — such as requiring engineering students to earn a C+ in all prerequisite math and science courses — or the establishment of a numerical limit that is met by floating standards — such as selecting the 200 students to be accepted as junior-level accounting majors by beginning at the top of a GPA roster and counting down 200 spaces (one year, a 2.6 average might be needed to enter the program, the next, a 2.3 might be good enough).

Among academic administrators, probably no group is more concerned about such issues from the students' perspective than the members of the Association of Deans and Directors of University Colleges and Undergraduate Studies. As heads of administrative units that enroll freshmen and sophomores and that are often responsible for orientation, retention, academic support programs, teaching/learning centers, and general education, these administrators have viewed the proliferation of limited-access programs with alarm. They have seen students drifting along without an academic home, semester after semester, making "satisfactory progress" — but not toward a degree. They have seen students denied access to a major with a GPA that would have been good enough a year ago. They've heard the tales from students encouraged by well-meaning advisors to try "just one more semester" to make a required 3.0 grade-point average. The cost to students in lost dreams and expectations — and to their families in lengthened time-to-degree — have created a great need for policies that assure such students a floor of fairness as they proceed through the institution.

Diane W. Strommer is dean, University College and Special Academic Programs, University of Rhode Island, Roosevelt Hall, Kingston, RI 02881-0819.

Ten Guidelines

At their sixth annual meeting, members of the Association adopted a set of guidelines to ensure fair and equitable treatment of such students. These guidelines don't "fix" the problem; they do recognize that institutions cannot always shift resources quickly to coincide with changing student interests. But these deans and directors of lower-division programs believe that the following practices can minimize the worst effects on students of second-tier admissions.

Within the following broad guidelines, a campus can develop more specific policies appropriate to its situation and governance traditions:

1. Authority for declaring a program "limited access" should rest with the provost or vice president for academic affairs. Any such declaration should be based on evidence and extend for a specified period of time. At some institutions, it appears that departments are allowed to limit access for reasons of their own that are not always defensible. Granting special status to a program for a limited time — one to two years — recognizes the fluidity of a situation; it raises a presumption that resource reallocations might need to follow.

2. All literature to prospective and newly admitted freshmen and transfer students should alert them to any special requirements that must be met to enter a major field of study or to remain in it after a certain point. Such statements should appear in the undergraduate catalog, in the acceptance letter, and in any other pertinent information sent to prospective or enrolled students.

3. If access to the major is limited, access to the courses that constitute that major also should be limited. While this appears self-evident, there are departments that do indeed deny access to the major (citing resources) but continue to allow students into their courses (to garner resources). This back-door access makes a mockery of the initial denial. It results in allowing students to fulfill degree requirements without accepting them as majors.

Departments with limited enrollment capacities might need to devote resources to developing and staffing courses that meet the general-education or other specified needs of the student body; but major courses should remain restricted to accepted majors, for whom there should be sufficient space to take required courses in sequence.

4. Criteria for internal transfer from one program to another should be clearly communicated to enrolled students. Since some of the ablest students enter a program as internal transfers, guidelines should be sufficiently flexible so as not to give undue preference to early deciders.

5. If the criteria for internal transfer or retention in the major include passing certain courses at a specific grade level, then a clear, defensible relationship should exist between and among those courses, the grade, and the major.

6. Either the college or the admitting unit should review the records of prospective majors at frequent intervals, beginning at the end of the first semester of the freshman year (or the equivalent for part-time students). The college or unit then should communicate each student's status in writing, indicating (a) those students unlikely to qualify for the major; (b) those who might qualify if their performance improves in certain ways; and (c) those who are meeting the standards of progress toward acceptance into the major.

7. Any special admission criteria should be judged in relation to the academic and other demands of the field of study. It is also relevant to weigh the impact of the criteria on underrepresented groups of students. Alternative criteria may be considered, including talents and skills not as easily measured as a student's GPA.

Most limited-access programs use a strict grade-point average and number system to determine eligibility for internal transfer. If room exists for 80 students and 150 want access to the program, 70 or so are selected from the top down of a rank-ordered list, leaving room (10 to 12 places) for warranted exceptions or the consideration of other attributes. Although GPA clearly is not the best criterion for many programs, most students (and their parents) do find it a rational method of choice — as they do not, for example, a lottery system.

8. The admitting unit should establish a cut-off point after which students may not continue to attempt to qualify for the major and must make a different choice. That cut-off point may be different for different groups of students. Those earning less than a C average, for example, may be notified in the freshman year, while stronger students may not need to be notified until the end of the third semester of full-time enrollment. In all cases, students should know precisely where they stand by the end of their sophomore year; but, whenever possible, the cut-off point should come earlier than that. As before, students should be notified in writing of their status and the reasons for the decision.

9. Students never should be placed in a holding pattern. Any student appeals should result in a yes/no decision. Reasons for exception to the stated criteria should be clear and consistently applied.

10. Bad news should be coupled with support services. If student numbers are large, those services may need to be augmented. Because students denied access to the major of their choice often believe they've been denied access to their chosen career (and sometimes that's true), they need knowledgeable help from advisors and career counselors who understand their grief and anger and who know how to guide students in exploring new possibilities and finding alternative ways to meet their goals. Workshops and courses in selecting alternative majors can help students understand what options realistically exist for them at the home institution or elsewhere.

Rethinking Policies

In the long run, it will be useful for colleges and universities to rethink the paths that lead toward degrees and the relationship between the jobs students want and the majors they pursue. Higher education institutions may need to move beyond the accumulation of credits as the only way of credentialing a student in his or her chosen major and instead think more broadly about the "what" and "how" of the education they provide.

In the meantime, the academy cannot in good conscience continue to create what one campus refers to as "boat people" — students who meet an institution's academic standards but not those of their chosen major, and so drift from department to department, searching for an academic home. ■

The "New" AAHE

On the occasion of its approaching Twenty-Fifth Anniversary

by AAHE President Russ Edgerton

As we wrap up the 1992-93 academic year, what's most on my mind about AAHE's relationship with you, its members, is what to make of the opportunities implicit in the conjunction of two events — the expansion of AAHE's activities to comprise *five* program initiatives aimed at special-focus areas (see Box), and AAHE's Twenty-Fifth Anniversary (academic year 1993-94) as an independent association serving higher education.

Over the years, AAHE has always served as home base for special projects and programs. But they generally lasted only as long as their short-term foundation grant, and at any given time only one or two such programs were in place. They never seemed to raise questions about whether the Association itself was changing in any important way.

A Time for Reflection

Now, however, with *five* special programs on line, the national office feels like a different place. Particular initiatives and the staff who direct them come and go, as they should. But we are finding that one initiative seems to lead to another, and another, which gives way to a third . . . to the point that some configuration of special-focus programs now is a "normal" condition. The situation provokes a question about the larger Association: What implications are there to an AAHE with so much of its resources and energies invested in "special" initiatives?

AAHE's Twenty-Fifth Anniversary is approaching, and we're

interested in your ideas for how to celebrate that event. But, with the expansion of our activities and the important question their existence poses, the context for that celebration changes. The occasion of such an important anniversary is an especially timely moment to reflect on what we are, to ask how our special-focus areas can enrich the entire membership, and to reintroduce ourselves to the larger education community.

We began our self-reflection last fall, at a retreat with the AAHE Board of Directors during its regular semi-annual meeting. And a wonderfully energizing meeting it was, for both the staff and the Board. . . . (Fun too, since we used the occasion for a surprise roast to celebrate ten years of service by AAHE's two vice presidents, Ted Marchese and Lou Albert.)

Since that Board retreat, AAHE's staff have been carrying on a low-key conversation about what to make of our expanded programs and AAHE's Twenty-Fifth Anniversary. At the March National Conference, we invited inp' ' from members and other attendees at a special discussion session. Now the time has come to move things along further, and this summer we very much want to bring more of you, AAHE's members, into the conversation.

The Ties That Bind

To consider what larger changes these initiatives bring, it is useful to consider why folks join AAHE in the first place. Wisdom has it that people join organizations for three reasons: for *identity* (the psychic reason why an economist would want to be a member of the American Economic Association), to *get services*, and to *support* a worthy cause.

Our members are tied to AAHE in all three ways, I suspect. A small but crucial core regard AAHE as their primary professional association; others identify with a subcommunity, such as the AAHE Black Caucus or the community college action community. These identity ties often overlap with the desire to support the work we do. But this said, I believe that the majority of you join, and stay connected, primarily because you appreciate and find useful the services that AAHE offers — the *AAHE Bulletin*, *Change* magazine, and the annual National Conference on Higher Education.

"Services," however, is too sterile and bureaucratic a term for what we really offer. Something like "resources for empowerment" is better. For in joining AAHE, you seek what we all want — to make a difference, to your cam-

pus and the larger enterprise. The people, projects, and publications you encounter through AAHE *empower* you to make a larger contribution.

How might the advent of our special program initiatives change your relationship to AAHE? First of all, they can add to our capacity to help you make a difference. This past year, we have tried to bring you more of the information generated by these programs, through the *AAHE Bulletin* and through occasional publications. But much more can be done.

Over the summer, we will be looking into two additional possibilities. First, we will be exploring how to take advantage of new technologies to give all AAHE members "on demand" access to occasional papers and other resources that our special programs generate. In one model being discussed, we would regularly announce the availability of these resources in the *AAHE Bulletin*, then furnish them on request through a fax service.

Second, we will be exploring how we might help members *affiliate* with a special area to begin receiving still more information and networking opportunities. For example, for a small annual fee, you would be able to join the AAHE Teaching Initiative Network, and so gain access to new people and resources only AAHE's Teaching Initiative can provide.

Our new programs also have important implications for the third kind of tie — the desire to support good works. As a highly diverse "citizens" organization, AAHE's credibility in taking the lead and speaking out on issues rests not on whom we represent but rather on the high-minded perspective and expertise we can bring to an issue. When there were just a handful of professional staff in the national office, spread across dozens of issues, the Association was less capable of bringing depth of understanding or involvement to any one issue. But now, on half a dozen important topics, AAHE is where the press and policymakers turn for advice.

As a result, we can more rightly claim that people should join AAHE in order to support and contribute to all the "improvement causes" we are now engaged in. The corollary, of course, is that we must keep you, our members, well informed about our work. We must clarify and articulate the values upon which we operate. We must remind you that we don't instinctively defend institutional interests, as many other One Dupont Circle associations do. That we are more open to the questions state policymakers, for example, are asking of campuses — but that unlike many policymakers, we constantly bring the agenda back to the key question: Will it improve the quality of teaching and learning? That question is our ultimate touchstone. . . . It is such things that we need to say better and more often.

You'll be hearing more on all this, and *much* more on AAHE's upcoming Twenty-Fifth Anniversary, in future issues of the *AAHE Bulletin*. Please write or call me with your thoughts on these matters. And have a great summer! ■

AAHE's Five Current Special-Focus Areas

1. Assessment — Karl Schilling, on leave from Miami University, directs our longest-running special initiative, the **AAHE Assessment Forum.** Most of Karl's time this year has gone into planning the eighth AAHE Assessment Conference, June 9-12, in Chicago, to which we expect to attract 1,200 to 1,400 attendees. The Forum also issues special publications. Just this year, for example, the Forum published a short statement of "Principles of Good Practice for Assessing Student Learning," sending out more than 20,000 copies.

2. Quality — When not acting in his capacity as executive editor of *Change* and the *Bulletin*, vice president Ted Marchese has been spending most of his time this past year poking into the world of "TQM" and giving shape to a new initiative we call the **Continuous Quality Improvement (CQI) Project.** You've already seen Ted's articles on quality in the *Bulletin*, and the May/June *Change* was entirely devoted to the topic. Attendees at the June Assessment Conference, like moviegoers to a double feature, also got a full track of sessions on CQI. To direct the CQI Project, we brought on board Steve Brigham, previously from Johns Hopkins University. Finally, a group of some twenty "lead" campuses have come together to form an Academic Quality Consortium, which is now hard at work on an agenda coordinated by AAHE.

3. Teaching — Pat Hutchings directs the **AAHE Teaching Initiative.** She has mounted a cluster of projects around specific agendas: to develop prototypes of case materials to enrich faculty conversations about teaching; to develop models of more effective peer collaboration and review of teaching; to strengthen TA-training programs; in order to create a network of exemplary teachers. All these projects, in turn, aim at the larger goal of creating a new scholarly discourse about teaching among faculty.

4. Faculty Roles and Rewards — In February, Clara Lovett left her provost position at George Mason University to join AAHE's staff as director of our new **AAHE Forum on Faculty Roles & Rewards.** The agenda here is the faculty: defining the tasks faculty are expected to perform and improving the ways these tasks are evaluated and rewarded. The Forum's first national conference last January drew an overflow crowd, so the Forum seems well launched (under interim director Jon Wergin) and strongly progressing under Clara's wonderful guidance.

5. School/College Collaboration — Our school/college initiatives have expanded so much that this year we brought them all together in a new umbrella unit, the **School/College Trust.** Kati Haycock directs the overall venture. Carol Stoel is taking the lead in shaping the program for our upcoming National Conference on School/College Collaboration, December 5-8 in Pittsburgh. Nevin Brown and two recent additions to our staff, Paul Ruiz and Sarita Brown, all are working on an ambitious effort, funded by the Pew Charitable Trusts, to develop models of "K-16" systems working together and to expand these models across the country. A third newcomer, Stephanie Robinson (introduced in "AAHE News" in this issue), will spearhead a public education initiative related to the reform of "Chapter 1," the federal program aimed at accelerating the school achievement of poor and minority students.

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Around AAHE's many programs

AAHE School/College Trust

New Staff Member

AAHE welcomes **Stephanie Robinson** to its school/college collaboration program. She comes to AAHE from the Kansas City, Missouri, school district, where she served as deputy superintendent.

Robinson's responsibilities included developing and soliciting funding for community outreach programs and other special initiatives and leading the district's school/community collaboration efforts.

Robinson's work at AAHE will center around the recently released report from the Commission on Chapter 1, "Making Schools Work for Children in Poverty" (featured in the March *Bulletin*). She will report the Commission's findings and public reaction to them in national briefings with legislative and education reform groups. Robinson also will participate in AAHE's efforts to promote greater collaboration between K-12 and higher education.

AAHE Forum on Faculty Roles & Rewards

"Lines of Work" Convenings

As part of its FIPSE-sponsored project, AAHE's Forum on Faculty Roles & Rewards is exploring the impact of the faculty rewards issue on particular lines of work within the academy. On April 30, program director **Clara M. Lovett** convened a diverse group of professional society members and academic administrators to discuss the issue of professional service. The group identified numerous institutions that encourage their faculty to contribute services to the community and plans to conduct an in-depth study of several campuses, the results of which will be reported in a future AAHE monograph.

On May 11, **Jon Wergin,** senior associate, AAHE Forum on Faculty Roles & Rewards, held a meeting to discuss unit accountability. While there has been much discussion recently about shifting the focus of evaluation from individual faculty members to *groups* of faculty, it is still a relatively new concept within academic circles. The purpose of the meeting was to "get the conversation rolling" and determine the level of interest in the issue. Contact Jon Wergin at AAHE if you would like to share your experiences with collective accountability.

AAHE Teaching Initiative

Collaborative Learning Conference

AAHE will cosponsor a national conference on collaborative learning to be held *June 25-27, 1994*, on the campus of The Pennsylvania State University, in *State College, PA.* The conference will be hosted and organized by the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA). If you would like to attend, or if you are interested in presenting a program, contact Kelly Parsley, NCTLA, The Pennsylvania State University, 403 South Allen Street, Suite 104, University Park, PA, 16801-5202; ph. 814/865-5917, fax 814/865-3638.

If you plan to present, the deadline for requesting proposal packets is *September 1, 1993.*

National Conference

Blizzard "Best Of"

The "Best of 1993" set of edited transcripts from the recent National Conference, described in the April *Bulletin*, is now available *while supplies last.* The price is $5 for AAHE members and $10 for nonmembers; all orders must be *prepaid by check or credit card.*

The transcribed sessions are: "Remembering the Heart of Higher Education" by **Parker J. Palmer** (the keynote address); "The New Public Mood and What It Means for Higher Education" by **Daniel Yankelovich** (a version of which appears in this issue of the *Bulletin*); "Student Aid for National Service: President Clinton's New Covenant for Educating America," a panel discussion with **David Warren, William Galston, Alison Bernstein, Daniel Yankelovich, Susan Stroud,** and **Maureen McLaughlin** (excerpted in the May *Bulletin*); "Access and Retention: Caring About Outcomes and Doing Something About Them" by **Gregory R. Anrig**; "USC and the Rebuilding of Los Angeles" by **Steven Sample**; and "Reinventing Community: Where Do We Go From Here?" by **Blenda J. Wilson** (closing plenary).

Board of Directors

Membership Dues Increase

At its April meeting in Washington, D.C., AAHE's Board of Directors approved a $5 per year increase in membership dues effective July 1, 1993. A regular one-year membership will be $80, two-year memberships will be $155, and three-year memberships will be $230. One-year memberships for students and retired persons will remain $45. All members can renew before *July 1, 1993*, at the old rates. ■

AAHE in Action

1993 Assessment/CQI Conference. Chicago, IL. *June 9-12, 1993.*

School/College Collaboration Conference Proposal Deadline. See "Call for Proposals" in May *Bulletin* for details. *June 18, 1993.*

School/College Collaboration Council for Student Achievement Meeting. See May *Bulletin* for details. Washington, DC. *June 29-30, 1993.*

Cases Conference. Sponsored by the AAHE Teaching Initiative. See April *Bulletin* "AAHE News" for details. Oakland, CA. *July 14-17, 1993.*

Collaborative Learning Conference Proposal Packet Deadline. Cosponsored by NCTLA and AAHE. See June *Bulletin* "AAHE News" for details. *September 1, 1993.*

Faculty Roles & Rewards Conference Proposal Deadline. See "Call for Proposals" in June *Bulletin* for details. *September 17, 1993.*

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note. . . . Fax, mail, or phone me items, this is your column.

PEOPLE: Let's begin by congratulating Allegheny's **Andrew Ford,** just named to the Wabash presidency . . . **Charles Schroeder,** stepping in as VP for student affairs at Missouri-Columbia . . . Charles is also incoming president of the American College Personnel Association . . . **Chuck Bonwell,** a faculty-development notable, leaving Southeast Missouri for Saint Louis College of Pharmacy . . . **Karen LaRoe,** incoming chair of AAHE's Women's Caucus, heads for Northern Montana College as VPAA . . . **Xavier Romano,** publications chair of AAHE's Hispanic Caucus, takes over as dean of student services at Holy Names College (in Oakland) . . . and **Ronald Temple,** head of the C.C. of Philadelphia, takes the chancellorship of the City Colleges of Chicago . . . going with him, as vice chancellor, will be **Jackie Woods,** chair of AAHE's Black Caucus.

SEARCHES: All these people, I presume, survived the search committee process . . . member calls this spring tell me that searches this year are more crowded than ever with candidates, discourtesy, and sudden cancellations. . . . Many campuses seem to be hiring locally or shifting people from within . . . *Chronicle* position announcements are down by ten pages an issue from last year, I'm told. . . . In the context, some reading may be in order . . . several AAHE members contributed to *The Art of Hiring in America's Colleges and Universities,* edited by **Ronald Stein** (SUNY Buffalo) and **Steve Trachtenberg** (George Washington), just out from Prometheus for $32.95 . . . it gets into faculty searches, whereas AAHE's *Search Committee Handbook* restricts itself to administrative search (it's $8.95 prepaid).

MORE PEOPLE: ACE's **Donna Shavlik** has 150 university presidents who are women from around the world on tap for a second "summit," here in Washington June 2-4. . . . Here's a sign of escalating interest in a topic: an EDUCOM project called "Educational Uses of Instructional Technology" — EUIT, led by **Steve Gilbert** — now has more than 2,000 people in its networks, 500 more who take its weekly newsletter (it comes overnight by fax). . . . Happy 25th anniversary (May 27th, to be exact) to the League for Innovation, an influential consortium of 18 community colleges . . . **Terry O'Banion** is the League's executive director. . . . AAHE's own 25th comes up next year . . . so does that of *Change.* . . . Got a nice note from a member of all those years, **Joe Shoben,** now residing in Patagonia, AZ. . . . **Pat Cross** and **Tom Angelo**'s new book from Jossey-Bass, *Classroom Assessment Techniques,* is breaking sales records by the month (it's good, even at $32.95). . . . A sad note: **Les Duly,** 57, the admired president of Bemidji State, collapsed and died at home on Saturday afternoon May 8th.

STUDENT AID, ADMISSIONS: President Clinton's proposals for a federal direct-loan program have sparked a lot of controversy and creative counter-suggestions . . . everyone agrees the status quo isn't right. . . . The existing system's lenders and guarantors have formed a new "Coalition for Student Loan Reform," chaired by **Daniel Cheever,** which has come up with a blended program it claims would realize efficiencies and cut costs by $4.3 billion over five years. . . . Meanwhile, the horrible delays in getting this year's financial aid forms out, and in notifying students about their eligibility, has brought turmoil to admissions markets . . . two members have told me that top-rung Ivies have had to dip deeply into applicant pools to assure themselves of entering classes of sufficient size . . . this wreaks havoc on the next tier's classes, and so on down. . . . Many campuses, given the uncertainties about aid and their competitors, committed big sums of unfunded aid ("presidential scholarships") last month to snag an entering class.

BOARD MATTERS: To the delight of all, two former Board chairs have been elected to the American Academy of Arts and Sciences: **Norman Francis** and Sr. **Joel Read** . . . and a present Board member found time in her busy schedule to get married: it's **Tessa Martinez Pollack** now.

SUMMERTIME: I don't know what it is, but member after member tell me they've never worked so hard as they have this year . . . reading for pleasure, good diet and exercise, entire weekends, family and community, all become "no time fors" . . . let's see if we can all change that a bit this summer, come back refreshed for fall. . . . See you in September, when the *Bulletin* returns. ■

ANNOUNCING

Speaking of Assessment . . .

If you couldn't attend AAHE's "Double Feature" Assessment/Continuous Quality Improvement Conference in Chicago this month, AAHE's assessment publications are the next best thing to being there:

AS9301 — Conference Discussion Papers. A collection of six papers commissioned for the 1993 conference: The papers are: • "Faculty Resistance to Assessment: A Matter of Priorities and Perceptions" by Ann Ferren • "TQM: Revolution or Just Another Fad?" by Ralph Mullin, George Wilson, and Michael Grelle • "Looking Under the Hood of the American Academy" by Daniel Seymour • "Identifying and Improving 'Core Processes' of Undergraduate Teaching and Learning" by Peter T. Ewell • "Liberal Learning as the Responsibility of Educators in the Professions" by Barbara S. Fuhrmann and Robert A. Armour.

$6.00 AAHE members; $8.00 nonmembers (1993, 46pp)

AS9101 — Using Assessment to Strengthen General Education. How assessment's questions and approaches can support the central component of undergraduate education. By Pat Hutchings, Ted Marchese, and Barbara Wright.

$8.50 AAHE members; $10.00 nonmembers (1991, 40pp)

AS9003 — Time Will Tell: Portfolio-Assisted Assessment of General Education. A comprehensive guide to the implementation and use of student portfolios to assess general-education outcomes at individual and program levels. By Aubrey Forrest and an Exxon-funded study group that included fifteen experts in the field.

$7.50 AAHE members; $9.00 nonmembers (1990, 20pp)

AS9004 — Assessment Programs and Projects: A Directory. Concise descriptions of thirty assessment projects implemented on campuses across the country — including purposes, key features, strategies and instruments, and impact. Edited by Jacqueline Paskow; updated by Elizabeth A. Francis.

$10.00 AAHE members; $12.00 nonmembers (1990, 90pp)

More assessment titles are available. For a complete listing of the AAHE Assessment Forum's publications, contact Elizabeth Brooks, Project Assistant, AAHE Assessment Forum. ■

Send orders to Box B693, AAHE, One Dupont Circle, Suite 360, Washington, DC, 20036-1110. Prices include Fourth Class postage and handling. **Orders under $50 must be prepaid;** orders over $50 must be prepaid or accompanied by institutional purchase order. Allow **four to six weeks** for delivery. Faster delivery and bulk discounts are available by contacting the Publications Coordinator at AAHE.

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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